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ABSTRACT

Prepared as a background paper for the Governor's Conference on Libraries in June 1978, this document presents a summary of what is known (or not known) about the library 'picture' in New York State. This picture is sketched in an overview, and then specific areas are colored in. Information on each type of library--school, public, academic, institutional, and special--is provided with supportive statistics describing such aspects as resources and uses, financial support, and staff. Services for the blind and physically handicapped are presented, as well as those provided by library systems and networks (other than public) which exist within New York or to which state libraries belong. Library functions at the state level, followed by a brief discussion of library education in the state, conclude the report. Appendices include maps of the state library systems; statistical tables which summarize data on New York's public libraries, elementary and secondary enrollment and expenditures, college and university enrollment, and federal aid to education; state and federal legislation relating to libraries; and a bibliography. As an additional tool for the delegates to the Conference, a section of statements for discussion and study has been attached. (JD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

a background paper
prepared for
the governor's commission
on libraries

1978

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F O R E W O R D

This descriptive background paper has been prepared under contract with the School of Library and Information Science, University of New York at Albany, at the request of the Governor's Commission on Libraries for their use, and for distribution to delegates to the Governor's Conference on Libraries, June, 1978, and such other distribution as the Commission may feel is appropriate.

The paper is not an official statement of the Governor's Commission, it does not attempt nor should it, to summarize the views of the Commission. Rather, it is an independent statement of the writers, prepared to assist the Commission in their work.

The document is a limited effort, circumscribed by extremely short time for preparation and limitations of readily available data. No research for new data has been possible. It is basically a summary of what is known (or not known), about the library picture in New York State. It could not be a "report" of the magnitude of Emerging Library Systems, for example, which was years in preparation.

We submit this paper to the Governor's Commission with the hope that it will assist them and the delegates to the Governor's Conference to deepen their understanding of the present state of library service in New York.

The views expressed throughout the paper are the responsibility of the writers and do not necessarily represent those of the Commission.

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LIBRARY SERVICE NOW: IN NEW YORK STATE

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OVERVIEW

"Any state resident, regardless of age, has a right to convenient free access to local libraries to meet his needs. These libraries should be part of a statewide network..."[1] These basic principles, enunciated by The Regents of the University of the State of New York, may be said to constitute the goal of library service in the State.

The burden of achieving this goal, on behalf of the users and potential users of library services in the State, falls on a variety of libraries--school, public, academic, institutional and special. Further, to an increasingly significant degree, achievement of the goal is dependent upon the adequacy of the cooperative structures which enable individual libraries to share resources and services.

As with education, the primary responsibility for library service, under the federal form of government, rests with the State. New York State has exercised this responsibility with appropriate laws, public funds and sound leadership. The State's role, while primary, is understood to be in partnership with local units of government, with public and private educational agencies. The task of improving library service in New York State so as to meet user needs requires the concerted effort of federal, state and local government; librarians, trustees and citizens groups; and broad participation from these sectors--business, industry, education and the arts.

In the past thirty years, a number of important statewide commissions and study groups, have made major contributions to planning for library development in New York State. From this long series of reports and studies, new legislation has stemmed, system development on a regional basis has been fostered and improved library service resulted.[2]

In the Report of the Commissioner's Committee on Library Development, 1970, it was stated: "Historically, New York is singularly fortunate in having within its borders some of the finest of all types of

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1. Library Service: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. A Position Paper, No. 8 of a Series. Albany: The State Education Department. 1970, p.8.

2. The most significant half dozen or so reports in this thirty year period are listed in the appendix.

libraries in the Nation and even in the world. For many years, these institutions, public and private, have stood aloof and self-sufficient, each one patronized by the limited group of users who were privileged by virtue of proximity or affiliation to take advantage of it. More recently, within the State there have been developments which promise to enhance vastly the usefulness of such traditional resources, making them available to users throughout the State at the same time that each separate library is better able to carry out its own particular purposes. New concepts of access; information and communication systems and networks; and an endless array of devices for improved communication, for the retrieval, reproduction and transmission of materials, and for bibliographic control are all contributing to this revolution in library and information service. The vision which the forward looking librarian holds today is of a single great network of interrelated resources which persons of all ages and all conditions, wherever in the State they may live, can freely call on to meet any library need they may have.

This is the goal. It is not an unreasonable or impractical goal in terms of the capacities of the society which it would serve, and what may well be the most difficult steps--the basic concept and initial organization and development have already been taken, statewide. There is, nevertheless, much more to be done in continuing to develop the extensive working relationships and mechanisms necessary to realize the promise the concept holds. At the same time that some aspects of the program have moved to advanced levels of sophistication, there remain other areas of the most basic, bread-and-butter kind of library service in public and private schools, in many small communities, in institutions, and even in many colleges--which would have been regarded as substandard 50 or more years ago."

In June, 1976, Governor Carey in addressing his Commission on Libraries said, "The acquisition of knowledge through our library system will give us a better informed population, and a better informed population will produce better government."

Soon after his appointment as Commissioner of Education in June, 1977, Gordon Ambach stated that "the biennium of 1978-79 is a critical

period for New York library services. Long term goals, governance, universality of access to the system, the balance of local, state and federal support--these major considerations and others are likely to be shaped for much of the balance of this century."[3] He cited the Governor's Conference on Libraries in June, 1978 and the White House Conference on Libraries in September, 1979, as two of the important elements in this goal-shaping activity.

A thumbnail sketch of the library picture in 1977 in New York State would include mention of:

(1) coordinating responsibilities for all types of educational institutions, including libraries, vested at the State level in the Board of Regents of the University of the State of New York;

(2) historic, strong State Library, largest state library in the nation;

(3) outstanding regional public library program composed of twenty-two systems which cover the entire State;

(4) nine regional reference and research library systems organized in the past decade, including twenty-two public library systems; college and university libraries, special libraries and research libraries;

(5) most fully developed statewide interlibrary loan network in nation, NYSILL;

(6) great numbers of local libraries of all types; school, public, academic and special,--several thousand in all;

(7) there are school libraries in almost every school building, developed over the past decade;

(8) invaluable resources of state and national significance in academic libraries and the New York Public Library Research Libraries.

Difficulties exist in the development, coordination, maintenance and use of library resources in New York. A major portion is that of increasing costs of materials and services during a period of economic difficulty. This overriding concern about financial resources which affect the day to day existence of institutions is but one aspect of a changing environment of information service. There has been a change in the perception of libraries in part due to the trend toward life long learning and the availability of leisure time. Services

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3. "An Introduction To The New Commissioner of Education." Inside Education, Vol. 64 (September 1977), p. 11.

offered by libraries have expanded and changed and materials offered by libraries are supplied in a wide range of format in order to meet the increasingly diverse needs of the increasingly diverse clientele in search of new learning experiences, in search of new ways to use leisure time more profitably or in search of their roots. There has been increased demand for research level materials from post-secondary education, business and industry, etc. The growth in ways to identify resources has created a growth demand for access to them.

DEMOGRAPHY

The shifts in population from urban to suburban communities and from the rural areas to the urban/suburban areas continues. The shift has changed the nature of library support and has had an effect on the concentration of service and may be presumed to have had an affect on the pattern of use of libraries. The 18 million plus residents of New-York are largely urban and suburban, with the majority living in the Big 5 (New York, Yonkers, Syracuse, Buffalo and Rochester), the Capital District, Westchester County and Long Island.

The age of the population has changed in the past decade with the largest group now the 20-34 year age group. By 1984 this will comprise 25% of the population. This is expected to be a group actively involved in life-long learning pursuits in formal university or college environments or in the university without walls (the total educational and cultural resources of the community). The birthrate has declined steadily, elementary and secondary schools have experienced declining enrollment and this decline will soon be felt at the post secondary level as well. Both of these demographic shifts--in location and age--affect library service patterns.

ECONOMY

The inflationary trend of the economy has been particularly cruel to information services. Using 1967 as the base year, the purchasing power of the dollar had declined by May 1976 to 59 cents. The annual percentage increase in consumer prices from 1970 to 1975 was 6.6%. The entering salary for a professional librarian had increased by 35% from 1967 to 1976 and personnel costs have increased at every level.

Library services are among the most labor intensive services and are therefore particularly hard hit by increased personnel costs. In addition, costs of books, periodicals and of paper have increased at a faster rate than nearly any other industrial product. These combined factors have become more difficult to deal with each year as costs continue to rise. In most instances, the modest annual increases in support of library service have barely kept up with inflation, whatever increases there were served to maintain whatever level of library service was in existence in the library. There was little opportunity to improve services. For those libraries whose budgets have been reduced, the effect has been devastating. The losses in resources not purchased, in needed services not offered, and in physical plant not maintained may take years to remedy.

PUBLISHING

There are in New York 372 book publishing concerns, nearly one-third of the national total.[4] In addition, there are 492 newspaper establishments and 537 establishments which publish periodicals. Nearly two-thirds of the commercial printing in the United States is done in New York. A number of major publishing houses have their headquarters in New York State and the largest periodical publishers are in New York as well.

Nationwide, in 1976 the book industry receipts were estimated to be 3.83 billion dollars, a 7% increase over 1975. Projections for 1977 were that there would be an 8% increase over 1976.

In 1976, the average price of a hard cover book was $16.32 as compared to $11.66 in 1970, representing a 28.6% increase. Paperbacks increased in price from an average of $.95 to $1.60 for all paperbacks and $4.81 to $5.53 for trade paperbacks. The average price of a periodical published in the United States in 1970 was $10.41 and by 1976 had increased to $22.52. The cost of recordings, cassettes, films and other non-print resources have increased at a similar rate. For the library, surviving on a no-growth or barely increased income, the increase in the cost of resources has been a severe problem.

4. 1972 Census of Manufacturing

INFORMATION INDUSTRY

Information as an industry has become financially profitable and many business have emerged. They play two roles; some provide information directly to individuals on a fee basis, others have developed bibliographic data bases to which libraries subscribe for the benefit of their users. The latter focus on what is most profitable to collect and disseminate and do so rapidly and efficiently. Bibliographic data bases located anywhere in the United States are connected by phone to a terminal at the contracting agency which may be a public library or an academic library. Rapid responses to search questions are provided by indicating the journals and reports relevant to the subject in question. As a means of providing access to the millions of articles and reports published annually, this is particularly useful. The private sector has an indispensable part in the provision of information. They share many interests in common with the library community and some businesses depend upon libraries for resources.

TRENDS IN MANAGEMENT

As libraries have grown in size and complexity, librarians have drawn upon practices in business and government administration, adopting those management techniques in personnel, in budgeting and accountability that serve them best. The introduction of computer assisted operations in the larger libraries has changed the manner in which many tasks are performed; for example the computerized circulation system which provides an immediate answer to the question of where the book is if not on the shelf and, for the entire circulation operation, eliminates the need for manual records. Some libraries are contracting with outside agencies to perform tasks formerly done in house such as the contracting for commercially processed materials (cataloging, and processing). Technological advances and new management techniques have made the role of librarian manager increasingly complex.

ROLE OF PROFESSIONAL ASSOCIATION IN PROMOTING LIBRARY SERVICE

The American Library Association provides leadership at the national level in support of its goal to "promote libraries and librarianship to assure the delivery of user-oriented library information to all by providing services and resources to everyone in order to increase their opportunity to participate in society, to learn, to achieve self-fulfill-

ment to pursue careers and to obtain information needed for research." ALA also supports interlibrary cooperation, defends intellectual freedom as expressed in the LIBRARY BILL OF RIGHTS and the FREEDOM TO READ statement and promotes the development and support of library personnel and trustees through affirmative action, education, personnel welfare and training.

The New York Library Association is concerned with these and other library related objectives at the state level. It provides a forum for discussion of issues and opportunities for continuing education through workshops and conferences. The NYLA annually presents a legislative program which represents the concerns of its membership and for which it lobbies.

Many special librarians (those serving industry, business, research, educational and technical institutions, government, special departments of public and university libraries, newspapers, museums and all organizations, both public and private, requiring or providing specialized information) are members of the Special Libraries Association and its regional chapters. The four regional chapters in New York; The Metropolitan New York Chapter, The Long Island Chapter, the Hudson Valley Chapter, and the Upstate New York Chapter, have a combined membership of over 1900. Through its programs and publications SLA encourages its members to increase their professional competence. Librarians who serve clienteles in the health sciences may belong to the Medical Library Association.

The New York State Association of Library Boards representing public library trustees in the state is concerned with issues affecting the public library--funding, intellectual freedom and the role of the trustee in library activities. Many School Library Media Specialists belong to the New York State Educational Communications Association (NYSECA), part of the national Association for Educational Communication and Technology.

County and regional associations of librarians and/or trustees are common throughout the state. They work toward support for libraries at the regional, county or local level, and serve an important local role as a communication link among librarians and/or trustees responsible for library service within a locality.

FRIENDS

Of major importance to local library service support are the Friends groups and Citizens groups. Members of these groups are concerned citizens from the community who wish to promote and support public library service in their area. Some academic libraries have Friends groups and their role is usually in support of collection development through gifts. They have no governance role in library affairs but as organized groups of community friends of libraries they have had a major role in the success of library legislation and the passage of local library budgets.

SINCE 1965

At the first Governor's Conference in 1965, Commissioner of Education, James E. Allen, Jr., "felt that the importance of libraries to our society was being underscored today by a number of convergent trends.

-soaring enrollments in colleges and schools

-greater emphasis on independent study

-continued population growth and change

-tremendous expansion of knowledge

-troubled character of the world situation

-more leisure time

-emphasis placed on research in industrial, economic and social development

-masses of materials...are being generated at an exponentially increased rate."[5]

Of these trends, only two are not applicable to the 1978 scene; those dealing with soaring enrollments in colleges and schools and the rate of population growth. The remaining trends continue to impact on the development of libraries in the 1970's and 1980's just as strongly as they did in the 1960's.

One trend may be singled out as specially characteristic of the current library--the trend of multitype library planning and programming. This will inevitably be a major theme of the forthcoming Governor's

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5. "The First Governor's Library Conference." The Bookmark, Vol. 25 (February 1966), p. 168.

Conference on Libraries and the White House Conference. The challenge presented has been summarized in this way:

> As one perceives the ramifications of multitype library cooperation, which requires knowledge of libraries, networking, users, automation, and government, then one begins to perceive why the challenge of multitype library cooperation will yield only to creative librarians with breadth of knowledge, vision, enthusiasm, diplomacy and stamina! A double approach is needed, from above and from below. From the national and state levels must come broadly based plans and federal and state aid. From the local level must come the attitude of service, the sense of urgency, and the imagination which foster creative experimentation. Librarians and trustees will be helped to develop the necessary programs if they focus not on the rights and roles of libraries as institutions, but on the needs of users. Because our public, which includes such diverse groups as research workers, the institutionalized, the disadvantaged and the handicapped, need more than we can currently deliver, we must responsibly seek new patterns and programs of cooperative multitype library service. Further, we must be willing to share, through evaluative studies, the strengths and weaknesses of experimental programs. In summary, the present challenge to librarianship is to build a whole which is greater than the parts, and to do this in a current climate of fiscal constraint, in a nation which cherishes the principles of pluralism and diversity.[6]

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6. Connor, Jean L. A Selected Bibliography on Multitype Library Service 1970-1975. Stanford, California: ERIC Clearinghouse on Information Resources, July 1976.

COLLEGE AND UNIVERSITY LIBRARIES

The State of New York has more institutions of higher education than any other state and has the second largest student enrollment. Sixty-seven percent of high school graduates continue their education. In 1976, there were 239 degree granting institutions of higher education in the state of which 84 were public, 132 independent and 23 proprietary. The enrollment of 1,081,741 full and part-time, degree and non-degree students represents an increase of nearly five percent over the previous year. Of the total student body, 58% attend public institutions while 42% attend independent and proprietary institutions. When divided according to graduate and undergraduate, only one-third of graduate students and two-thirds of the undergraduate group attend public institutions. The concentration of academic institutions in the New York City area accounts for more than a third of total full-time undergraduate and more than half the full-time graduate enrollment in the State.

The number of degrees granted in 1975-76 at the level of bachelor's and higher was 134,661, an increase of 3.4 per cent over the number granted during the previous year. There were 47,823 associate degrees conferred in 1975-76, 1,480 more than in 1974,75.

PROJECTIONS

Projections of student enrollment indicate a loss of full-time undergraduate enrollment throughout the 1980's by approximately 25%. Through 1984, there was a projected gain of 5-20% in part-time undergraduate enrollment, again in the public sector. Full-time graduate enrollment will increase by 6-11% and part-time graduate enrollment is projected to increase by 5-23% by 1984. These projections are based on the decline in high school graduates after 1981-82 particularly in the Long Island Region and the significant increase in the 25-29 age group over the next decade.

There is also the expectation that numbers of those in the 30-59 age group will continue their education in credit and non-credit learning situations such as institutes, seminars and non-credit courses. Professionals, those in the health sciences for example, will be re-

quired to take continuing education courses to retain certification. Further, non-traditional learning activities as part of a life long learning program will be expected to increase.

STATE UNIVERSITY OF NEW YORK

The State University of New York is one of two major public higher education systems in New York. Founded in 1948, the SUNY system consists of 4 University Centers, 2 medical centers, 13 colleges of arts and sciences, including a non-residential college, three specialized colleges, five statutory colleges administered in cooperation with Cornell University and Alfred University, six agricultural and technical colleges plus 29 locally sponsored community colleges. The two year colleges offer associate degrees in arts and sciences in a wide range of technical areas. They also provide transfer programs within the University for students wishing to continue to a baccalaureate degree. In the 1976-77 academic year, nearly 343,000 students were enrolled in SUNY.

State University is governed by a Board of Trustees appointed by the Governor, which determines the policies to be followed by the 34 state supported campuses. The community colleges are governed by locally selected boards of trustees. A central administrative unit (SUNY Central) provides coordinated direction of services to all units of the University, including an office for the coordination of SUNY library services.

CITY UNIVERSITY OF NEW YORK

The City University of New York dates from 1847, when the people of New York City established by a referendum the Free Academy, now City College. Through state legislation, the seven municipal colleges became the City University of New York in 1961. CUNY is a twenty unit system scattered over the five boroughs of metropolitan New York. It consists of nine senior colleges, one college offering both four year and two year degree programs, eight two year community colleges, a graduate school and a university center.

The University's governing body is the Board of Higher Education of the City of New York, which acts as a board of trustees. In 1976-77, slightly more than 200,000 students were enrolled in CUNY.

Recent study of the two systems in the light of declining enrollment and the financial difficulties of both the state and city has resulted in recommendations for a closer relationship between the two. Any such steps would be complex and require careful consideration.

INDEPENDENT COLLEGES AND UNIVERSITIES

The 132 private colleges and universities of New York are independent educational institutions, each with a charter from the Board of Regents or the Legislature[1] and each with its own Board of Trustees. They include eleven universities, 59 colleges, 8 engineering and technical schools, 16 health centers and specialized colleges, 16 two year colleges and 22 seminaries. One hundred and one of the 132 independent colleges and universities belong to the Commission on Independent Colleges and Universities which represents their collective concerns at the State level. The seminaries and nine colleges do not belong to the Commission. The fall 1976 enrollment for the independent colleges and universities was nearly 374,000.

There are, in addition, 23 proprietary colleges such as the Utica School of Commerce or the New York School of Interior Design. All but one of these is a two year school. Proprietary colleges are private profit making institutions which provide training in specific skills. Slightly more than twenty thousand were enrolled in these schools in fall 1976.

INTER RELATIONSHIPS

The University of the State of New York,[2] headed by the Board of Regents, includes all institutions of higher education, public and private. The institutions of higher education work with the Regents and the State Education Department to develop mutually productive relationships. In 1961 the Education Law was amended to provide for a master plan for higher education to be developed by the Board of Regents, with components from all institutions of higher education both public and independent. The Association of Colleges and Universities of the State of New York serves as an umbrella over all post

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1. Those colleges and universities such as Columbia University formed prior to the establishment of the Regents were chartered by the Legislature.
2. Not to be confused with the State University. SUNY is a part of the University of the State of New York.

secondary schools. This voluntary cooperative association provides a forum for discussion and is involved in the development of a joint legislative program for higher education. Despite difficulties arising from the diversity of institutions and some time faulty communication, there is cooperation among the sectors to assure the financial health of each and to assure optimum educational opportunity for students, present and prospective.

FUNDING

Currently, the state supplies about 75% of the operating funds for the SUNY system, over 50% of the CUNY funds (the City of New York provides the other large chunk of CUNY funds), 33-40% of the community college funds and 0-10% of the operating expenditures of the independent colleges and universities. This expenditure of $5.5 billion amounts to between 10 and 12 percent of total state revenues. In the last six years the relative share of appropriations going to SUNY and CUNY have decreased while the share to community colleges and to the independent sector has increased slightly. The increase in aid to the independent sector is due largely to the Bundy Aid Formula[3]. There has also been a significant increase in direct financial aid to students through The Tuition Assistance Programs (TAP) and Regents Scholarships. Federal aid has been in the form of grants in support of research or in categorical aid such as the Higher Education Act in support of resource development and legislation in support of services to the handicapped.

LIBRARY SUPPORT

The 1975 standard of the Association of College and Research Libraries of the American Library Association states that 6% of the total academic budget should be for library services. In 1974, libraries spent $28,713,599 on library materials with an annual total for operating expenditures of $95,163,762. This represents less than 2% of an annual budget of approximately $5.5 billion for post secondary education. During the decade 1966-76, the libraries of the SUNY system were a priority item in the academic budget. In 1966 the University center libraries lacked sufficient resources and the four year college libraries needed

3. A formula adopted by the Legislature in 1968 to provide financial aid to independent colleges and universities on the basis of conferred degrees. By 1976-77 elegible (non-profit, non-sectarian and fully accredited) institutions received $65 million.

to be expanded to carry out their new role as liberal arts institutions in addition to their earlier role as teachers colleges. Because of this backlog of need, the budgets (particularly for materials and book processing) of these libraries in the past decade may be understood as dual in nature-- a) sums needed for annual operation, b) sums needed for "catch up" and rebuilding small institutions into major academic centers. An exception was the two year agricultural and technical college collections which were, in general, adequate to the needs of the faculty and students.

Two ways of measuring the way library appropriations kept pace with fiscal needs are:

(1) increase in library appropriation in relation to total appropriation and to instructional costs,

(2) per student support for library services compared to per student instructional services support.

PERCENTAGE OF APPROPRIATION INCREASES 1966-67 - 1975-77

SUNY	%increase in total appropriation	%increase in library appropriation	%increase in instruction
University Centers	+187	+302	+120
Four Year Colleges	+160	+287	+145
Two Year Agricultural and Technical	+198	+ 70	+176

While both the library and the instructional functions at the University centers increased their portion of the overall institutional budget during the decade, the library's increase was 41% while the instructional share increased only 21%. In the four year colleges, while the library's share of the budget increased significantly, the instructional share decreased. Per student support for library service increased 117% at the university centers while instructional services increased 20%. Mean support of library services per student at the four year colleges increased 120% while mean instructional services increased 39%. On the whole, the SUNY libraries have been less severely affected by retrenchment

than other functions such as instruction. The CUNY libraries have suffered from the financial difficulties of the CUNY system and book budgets have been slashed, hours of service reduced and overall services have been severely affected. In the case of the independent colleges and universities, severe cutbacks have occurred in many instances, reducing the amount of funding for collections and services. It is necessary to generate further comparative data to determine the relative growth rates of the various sectors in order to understand their development vis a vis one another.

STANDARDS

Guidelines for "threshold adequacy as regards resources, staff and facilities" for academic libraries in New York are based on the report of the Advisory Committee on Planning for the Academic Libraries of New York State in 1973 and revised in 1976. While the Regents approved the "Guidelines" in principle to be used in the 1972 and 1976 Regents Statewide Plan for Post-Secondary Education, they have not been formally adopted by the Regents. Many independent institutions have urged the continued study of the guidelines as they do not apply satisfactorily to institutions with graduate and research programs or to specialized schools such as those with a primary interest in the performing arts. The recommended acquisition growth rate of 5% is seen as unrealistic in the face of the rapid increase in the cost of library materials and the difficulties in maintaining adequate services in a period of severe fiscal restraint. Nevertheless, all but a few small and/or developing institutions meet the threshhold collection requirements.

STAFF

Today's academic librarian is most likely to be a subject specialist with two graduate degrees, one in a subject area and the Masters in Library Science. In both SUNY and CUNY and in many of the independent colleges and universities, the academic librarian has faculty rank and to achieve tenure must fulfill requirements of research, writing and other indications of professional growth.

Recommended staffing for academic libraries according to the guidelines is one professional for every 225 students and one staff member for every 80 students. In 1976, there were 2,241 full-time professional and 3,314

non-professional staff in academic libraries in New York compared with 2,227 professionals and 3,869 non-professionals in 1974. That staff is approximately 50% of the recommended staff, with one professional per 418 students and one staff member per 169 students. The CUNY system has less than half the staff per student than the other institutions, due to the severe cuts in staff and services experienced throughout New York City during the period. Because of hiring freezes and attrition, the non-professional staff of CUNY and to a lesser degree in SUNY has been severely reduced.

With the new technological development such as on-line bibliographic searching and increased emphasis on formal instruction in the use of library materials, the professional staff has been severely stretched as it has been called upon to add new services while maintaining most of the existing services with a reduced support staff. The growth of interlibrary loan and resource sharing programs also has placed additional demands upon the academic library staff.

HOLDINGS

In 1976, the total number of volumes in the academic institutions in the state was more than 46 million or 49.5 volumes per student. Total number of periodical was 376,327.

ACADEMIC LIBRARY DATA - 1976

Institution	Volumes	Students	Vol. per Student	Personnel Prof.	Personnel Non-Prof.
SUNY	9,754,649	342,855	28.5	648.4	1006.1
CUNY	3,384,428	200,350	17.9	276	315.8
Independent Colleges and Universities	32,971,705	373,862	88.2	1317	1991.9
Proprietary	62,431	20,143	3.1	-	-
TOTAL	46,373,213	937,210[4]		2241.5	3314.4

The independent colleges and universities have 71% of the total books and 65% of the periodicals in the academic libraries in the State. The total resources of the libraries including all holdings is nearly

4. This number reflects students (full and part-time) in degree and credit programs only.

50,000,000. The richness of the research collections of Columbia University, NYU, and Cornell is recognized in that they serve as subject referral centers for NYSILL. Of the 105 ARL (Association for Research Libraries) designated libraries in the United States and Canada, eight academic libraries in New York meet their high standards. These are Columbia, Cornell, NYU, Rochester, Syracuse, SUNY Albany, SUNY Buffalo and SUNY Stony Brook. The Research Libraries of New York Public Library and the New York State Library are also ARL Libraries.

Non-print resources (films, audiovisual cassettes, videotapes, records, magnetic tape, etc.) are increasingly important in instruction, research and community service. Syracuse University has assembled one of the five largest audio archives in the United States. There is little regional or state cooperation in the area of sharing non-print resources.

USES

The purpose of the academic library is to support the research and instructional program of the institution. Library faculty works closely with students, researchers and teaching faculty to utilize informational materials to their fullest. This has come to include interacting with on-line bibliographic retrieval services, extending interlibrary loan activities and developing bibliographic instructional programs so that the students have a greater awareness of the resources available and how to use them. Much of the use of library resources in the academic library is for on-site reference and research activities; activities that may be partially counted in some institutions but for which accurate figures are lacking. The only statistical measure of use recorded by all libraries are circulation of materials and interlibrary loan.

Circulation of materials in 1976 was

Institution	Circulation	Per Student
SUNY	5,816,603	17
CUNY	1,891,105	9.4
Independent College and Universities	10,021,677	26.8
Proprietary	28,617	1.4
TOTAL	17,758,002	

RESOURCE SHARING

The most important state structures for resource sharing among the academic libraries are (1) the regional reference and research systems (3R's) and (2) the NYSILL network. Academic libraries are making full use of these systems. Of the 239 degree granting institutions of higher education nearly all are members of the 3R's. Students and faculty of institutions of higher education are heavy borrowers through the NYSILL (interloan) network. Several academic libraries contract with the Center for Research Libraries in Chicago which provides research materials not available within the region. The Research Library Group consisting of Columbia, Yale, Harvard, and the Research Libraries of the New York Public Library facilitates the movement of research materials needed by the users of these libraries. It is possible to request interlibrary loan from nearly any library in the United States or abroad and although the volume of such requests is relatively small, such access is most important to researchers.

The need to share resources is evident by the fact that the independent colleges and universities have 71% of the total books but only 40% of the total number of degree students. The resources of the independent sector are in support of 66% of all graduate and 88% of all professional education in the State. The problem is thus to develop an adequate and equitable system for sharing. NYSILL is a network created to do this--share resources and compensate with State funds the private institutions, such as Cornell and Columbia which are heavy lenders. Contracts are made for this statewide service.

INTERLIBRARY LOAN

Top Lenders	Number Lent	Top Receivers	No. Received
SUNY Downstate Medical	20,413	SUNY Albany	14,106
Cornell	20,209	Union College	9,962
Univ. of Rochester	17,604	Roch. Institute of Technology	9,080
Columbia	17,583	SUNY Buffalo	6,376
SUNY Buffalo Health Sci.	16,516	Univ. of Rochester	6,634
SUNY Upstate Medical	11,089	SUNY Buffalo Health Science	5,373

Access to materials is also facilitated through the Open Access of SUNY which permits all SUNY faculty, staff and students to use any SUNY unit (with the exception of some two year colleges) as their own. This type of service increases use of materials but is not reflected in interloan statistics.

The need for direct in-person access to other college and university libraries, in the private sector, has fostered some limited controlled access programs in some 3R's areas. Sometimes this in-person access is limited to faculty and graduate level students. The need for and costs of granting in-person access to "outsiders" is a matter requiring further assessment.

CONTINUING EDUCATION

The development of independent learning programs such as that of Empire State College and the New York State Regents External Degree Program have increased the need for resources by students who are often new to the academic setting. These students are part of what is sometimes called the university without walls and they use whatever resources are most easily available to them. In 1977, more than 1500 people earned Regent's External Degrees in nursing, business, and the arts and sciences, bringing the total of degrees granted since the program began in 1971 to 6,000. More than 12,000 are currently enrolled in the program. These students, many of whom have full-time jobs and family responsibilities, proceed at their own pace and make use of the educational resources of local colleges and study materials at public libraries. Many of these institutions are staffed with volunteer advisors working for the Regents External Degree and College Proficiency

Examination Program. The Regents recently established an Inmate College Advisory Project which will use academically successful ex-offenders as advisors to prison inmates interested in continuing their education. As more individuals return to school to pursue degrees on a part-time basis or to pursue a personal interest, there will be more and more varied use of library materials by a more diverse student body.

STATISTICS

On the whole adequate statistics for higher education are available. The Higher Education General Information Survey (HEGIS) reports, required by the federal government are used in the State to collect data on all facets of higher education. They include a section devoted to libraries covering collection, circulation, interlibrary loan and staffing. A problem which occurs in filling out the reports is that not all institutions record data in the same fashion. For example, there is a differing view of what constitutes a full-time student. On the whole, however, library service in post secondary education is well documented in terms of statistics particularly when compared to the level of documentation available for elementary and secondary library service, or institutional service.

SCHOOL LIBRARIES

For the year 1976-77, there were in New York 744 school districts serving 3,935,458 students. Of that total, 84% attend public schools, 15% attend non-public schools with the remaining students enrolled in special vocational or other programs at one of the 44 BOCES[1] centers. The students are divided almost evenly between elementary (K-6) and secondary (7-12) levels. The racial-ethnic distribution shows 27.2% of public school students and 17% of non-public school students to be minority students. School districts vary in size but most of them are relatively small, only twenty-nine serve 5,000 or more students. Enrollment in the state has declined slowly but steadily. From 1973-77, that drop has been 8.5% with a continued drop projected. The rate of decline varies throughout the State with some areas on Long Island experiencing a more rapid decline while other areas such as the mid-Hudson valley have not yet experienced such declines.

Within the 744 districts, there were in 1975-76, 4,428 public school buildings, 98% of which have a school library and 1916 non-public school buildings, 94% of which have a school library. (Those without a library are not in compliance with the regulations of the Commissioner of Education.) In 1964, prior to ESEA II, 17.8% of all elementary schools and 6% of secondary schools lacked central libraries and relied for the most part on classroom collections. Of those lacking central libraries, 45% were in the non-public school category. In addition, those schools lacking libraries were most apt to be in urban areas rather than suburban or rural.

Schools Lacking Central Libraries

School	1964	1975-76
Elementary	17.8%	(3%
Secondary	6 %	(

Approximately 3500 school library media specialists, certified by the State, are responsible for library programs. According to Commissioner's Regulations, a secondary school with an enrollment of more than 700 but less than 1000 shall have a full-time certified school library media specialist and there shall be an additional media

1. Boards of Cooperative Educational Services

specialist for each additional 1000 students. For secondary schools with an enrollment of less than 700, a school library media specialist must devote a portion of each day to school library work. The Commissioner, for a limited period of time, may approve an alternate plan of service. This has occurred in New York City schools where, because of budget and personnel cutbacks secondary school librarians have been assigned to classroom duties for two or more periods a day.

Elementary schools are required to have libraries but not librarians. With funding problems experienced by districts throughout the State, it is the non-mandated elementary librarian position that is often one of the first positions eliminated. In New York City as a result of the budget crisis elementary school library positions have been reduced from 600 to 200. An elementary librarian may be scheduled to serve two or more schools in the district where there had previously been a librarian in each school. In the case of the Buffalo schools, 26 elementary school librarians were dropped from the city payroll and were rehired using CETA funds.

School library services were particularly adversely affected in reduction of professional personnel in the schools. Of the 150 school library media supervisors who were responsible for district wide library media service, fewer than 100 remain in that position and all or some of the elementary librarian positions have been abolished in some districts.

In the fall of 1976, there were 42,597 full and part-time professional positions in non-public schools, 508 less than the year before. The number of professional positions in public schools numbered 203,986, a decrease of 7,854 from 1975. It is not possible to identify which of those lost positions were school library media specialist positions.

PURPOSES AND FUNCTIONS

Often the ability to implement new developments, in curriculum and instruction, depends upon the quality of the school library media program and its depth of resources, services and personnel. The library media center and especially its staff are catalysts in the educational process. It has been said that the school library is the heart of the educational program. Educational programs which

strive to develop students with a satisfactory breadth of skills, knowledge and attitudes require opportunities for individual instruction on many varied topics through individual modes of learning. Therefore, the capability to retrieve information from various sources, and by various means, is essential. A teacher, textbook, blackboard and classroom cannot do the task alone. The wide variety of learning resources provided by school libraries include books, periodicals, reference texts, phono discs, audio tapes, slides, filmstrips, films and video tapes.

Some futurists project that education will become less dependent upon the actual school attendance and emphasize the development of survival skills for lifelong learning. Despite such projections it appears that the information and services that a quality school library media program can provide will be important.

The school library media center can and often does make the extra effort needed to understand and provide for the special needs of handicapped students. There are 117,081 handicapped children (not those with learning disabilities) in public and non-public schools. Federal and state guidelines require that levels of service equal to that given the non-handicapped must be provided for the blind and partially sighted, the deaf and any other handicapped child. This includes access to braille and large print materials for those with visual handicaps, and captioned visual materials for the deaf. Often overlooked are the physically handicapped and mentally retarded students in state institutions for the blind, deaf and mentally retarded. Statewide, library media resources and programs for these students vary from excellent to minimal.

FUNDING

In 1975-76, revenues for public schools were $7.63 billion. Of this, $7,32 billion was from the general fund (54% local taxes and 42% State aid) with the remaining 4% from federal aid. The State aid to each district is determined by a complex formula based in part on pupil attendance and taking into consideration such factors as the number of handicapped and children with learning disabilities served by the district. Of the $7,32 billion of general fund expenses,

slightly more than half was spent on instruction, the remainder going to such items as administration, operation and maintenance of plant and the retirement program. (It may be helpful to underscore that school libraries do not receive categorical State aid but rather their support is derived from the general school district income whatever the mix of local/State funding that may be.)

From 1966-67 to 1975-76, a period of inflation, the total cost of K-12 education has more than doubled.[2] In recent years taxpayers have reacted negatively to ever-increasing educational costs in the face of declining enrollments. This plus the difficult economic climate of recent years has resulted in an increased number of defeated school budgets. In 1975-76, 21% (156) of the school districts were forced to an austerity or contingency budget. In 1976-77, 26% (192) districts were on austerity budgets and in 1977-78, 20% (148) were so affected. For some school districts this represented two or more years of contingency budgeting. The drop in the latest year is attributed less to an improved voter climate than to extreme caution on the part of boards of education in their budget preparation. When a school district's budget is defeated twice, the district by law operates on a contingency plan. This plan specifies those mandated services which must be provided such as instruction, and those which cannot be provided such as busing (within 2-3 miles), sports and other extra-curricular activities and supplies (including library books). Despite this financially stressful climate per pupil expenditures continue to rise. Buffalo in 1974-75 spent $1516 per pupil and the following year spent $1,726. The public schools of New York City present a somewhat different picture. 1974-75 per pupil expenditures of $2,054 were reduced to $1,946 the following year due to drastic cuts in New York City professional staff.

Federal Aid, particularly the Elementary and Secondary Education Act of 1965, has played a significant role in the development and strengthening of school library media centers. In 1974, the original act was amended and extended creating a new Title IV which consolidated seven categorical programs into two authorizations:

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2. Library costs have also risen sharply. In 1967-69 the average price of a hardcover juvenile book was $3.53 and in 1976 the average price had risen to $5.82, an increase of 64.9%. The entering salary for a professional librarian in 1967 was $7,305 and in 1976 had increased to $11,149, an increase of 34%.

B. Libraries and Learning Resources - includes funds for acquisition of school library resources, text books, instructional equipment, guidance services.

C. Educational Innovation and Support.

Part B funds are allocated to local educational agencies on a distribution formula which seeks to equalize financial resources available for education purposes. Allocation to each local agency (public school districts, campus schools, certain State operated and supported schools and the Division for Youth) is based on pupil enrollments in public and private non-profit schools with additional funds to agencies with a large percentage of pupils with special educational needs and those with substantially greater than average tax effort for education but lower per pupil expenditures than the State average.

A State's eligibility to receive grants under IV-B is determined by the cumulative non-federal expenditures eligible under IV-B of all public and private schools for the preceding two fiscal years. New York has been able to meet this "maintenance of effort" requirement because upstate expenditures have made up for the drop in support of the schools in New York City.

Each local school district has complete local discretion in determining the way in which funds received are divided between school library media resources and guidance and testing. Private schools participate in the benefits of a program administered through the school district in which they are located. Those funds are to be expanded on the basis of a district wide plan cooperatively developed by those involved.

What appears to be occurring in some large cities is that guidance services and staffs have grown to the detriment of library resources. There also seems to be an increasing trend to use IV-B funds for testing programs and computer services, again at the expense of library programs. Recommendations from the Bureau of School Libraries for changes in the legislation would simplify procedures in administering the act. The American Library Association recommends there be an additional allocation over and above present money for State leadership that would be divided (50% for library media and 50% for guidance) at the State level. The contribution of ESEA-II from 1965-1975 was an important one. Since the change in the act in 1974, lesser sums have been expended for library resources in New York State.

Federal Elementary and Secondary Education Act (ESEA)
Expenditures for School Library Materials in New York State
1965-66 to 1976-77

		Amount Spent for Library Materials by Local Agencies	
	ESEA Title II		
1965-66		$ 7,543,264	
1966-67		7,306,244	
1967-68		7,375,308	
1968-69		3,584,108	
1969-70		3,317,767	
1970-71		6,196,106	
1971-72		7,101,646	
1972-73		7,751,528	
1973-74		7,051,914	
1974-75		7,300,257	
1975-76		3,521,901[3]	
	ESEA Title IV B		
1975-76		1,229,807[3]	(26% of total IV B)
1976-77		3,703,910	(34% of total IV B)

RESOURCES AND USES

Each School Library Media Center maintains its own record of circulation, reference services and special programs plus records indicating additions to the collection, materials discarded, etc. Annual reports to the State Education Department reporting a summary of these data were dropped in 1960 except for a final report in 1965. The institutional schools report annually to Library Development but for the 744 school districts there is no way of determining what their holdings are or what their level of service is. The Basic Educational Data Services (BEDS) Reports filed annually by the districts do not supply data in a form that can be used to identify and study the library media center. The form does not include statistics on size of library collections, amount of library use, size of staff and expenditure per pupil for library purposes. The lack of statewide data concerning

3. 1975-76 funding reflects the carryover of remaining Title II funds plus the first year of IV-B funds.

library media centers is a serious handicap in dealing with problems and planning for services.

A Task Force on planning library development on Long Island was appointed by Dr. John Broughton, Associate Commissioner for Cultural Education of the State Education Department to plan for total library service in Nassau and Suffolk Counties. The Task Force was asked to examine and plan for user needs across type of library institutions so that all residents of Long Island, regardless of age, may have improved free direct or indirect access to the library materials or information which will meet their needs.

Within a school district, there may be interlibrary loan among the school building collections under the direction of a School library media supervisor. There may be interlibrary loan from public libraries when school libraries need materials not held by the school and wish to borrow from a larger resource. School libraries have been required, since January 1, 1976, to submit interlibrary loan requests to their public library system rather than directly to the State Library as they had done in the past. The reasons for this change were: a) to improve service to the user by promoting appropriate use of local resources, b) to eliminate interlibrary loan requests coming to the State Library in a form other than that provided by teletype and c) to make the system more efficient and faster. There has been mixed reaction on the part of both school library media centers and public library systems. In the approximately two years since the change, the additional interlibrary loan activity has in general not caused undue stress to the system, but further study may prove helpful. The Nioga Public Library System and the Pioneer Library System are concurrently conducting a study to provide further data on public school use of interlibrary loan through the public library system.

NETWORKS

Since 1948, school districts have been able to join forces regionally to form BOCES (Boards of Cooperative Educational Services). Any local school district under 125,000 population is eligible to join with other districts to combine their resources and share needed services and needed resources that could be performed more effectively and economically together than by a single district alone. Forty-four districts now exist. The BOCES board is elected by component boards of education and the operation is under the direction of a district superintendent

of BOCES. The Big 5 (Buffalo, Rochester, Syracuse, Yonkers and New York City) are excluded by law because of their size from joining BOCES and sixteen independent school districts have chosen not to join. BOCES range in size of pupil enrollment by member districts from approximately 6000 to 340,000 with a median of 26,182.

BOCES program costs are paid by districts sharing in programs and the administrative costs are shared by the component districts. The State aid formula for BOCES aid reimburses the districts for some of these costs. The program services provided may include: furnishing specialized instructional services, occupational education, support services including data processing, purchasing of library supplies and library materials, 16 mm film collections, AV equipment development and deployment. The specific services provided are determined by the needs of the component districts. Sixteen BOCES of the 44 have librarians but there is no typical BOCES or typical BOCES library service. The trend has been to cut back on BOCES library service as few school districts opt to support it. The BOCES represents a regional cooperative of school districts but does not serve as an important library media resources network. However, the apparatus is in place for the possibility of development in that direction.

PUBLIC LIBRARIES
and
PUBLIC LIBRARY SYSTEMS

In New York State, 713 independent public libraries and their branchesserve, with varying degrees of adequacy, what can be considered for all practical purposes the entire population of the State. Of these, 707 make up the membership of the 22 public library systems. According to the 1970 census, only 96 of the libraries serve more than 25,000 with nearly half of these larger libraries located on Long Island. Nearly 62% of the libraries in the State are rural, serving fewer than 7,500 population. The three public libraries and their branches in New York City serve approximately half the population of the State.

GOVERNANCE OF PUBLIC LIBRARIES[1]

Public libraries in New York are chartered (incorporated) by the Regents of the University of the State of New York[2] and are subject to State Education Laws and the Regulations of the Commissioner of Education. The individual library may serve a town, village, city, county or school district or a combination of such units. The libraries are governed by a board of trustees. Public libraries are created in several ways, i.e., there are several types of libraries but all have the powers of chartered/incorporated institutions.

a.) municipal--created by a unit of local government. The trustees are selected by local government.

b.) association--created by a membership association and may contract to provide services to a unit of government or a school district. Trustees are elected by the membership of the association.

c.) school district--created by vote of the school district electorate. The trustees are elected by the voters of the district.[2]

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1. Governance of public library systems is described on a succeeding page.
2. There are some historical variants.

The trustee is a citizen representative who serves as the link between the community, local government, the school board or the library association and the library itself. Specific duties and responsibilities of trustees include the selection of a competent and qualified library director, the determining of library policy, securing adequate funds to carry out library programs and knowledge of the library's programs and needs.

Boards of trustees vary in size (5-25), in the years of service by individual members and in degree of interest in the library. Trustees actively concerned with library service have enhanced the role of the library in the community, and in cooperation with other community groups have worked to reduce some of the worst budget cuts, In 1977 in New York City they were influential in reversing a planned budget cut. The role of the trustee in relating library program, budgeting and funding is a particularly crucial one. The New York State Association of Library Boards (N.Y.S.A.L.B.) is open to membership by all trustees and in its annual meetings, which are held during NYLA meetings, serve as a forum for discussion of the trustee role vis a vis the library.

FINANCE

The public libraries, each of which is autonomous and derives its main support (an average of 70%) from a municipality, county, school district or a combination of these units, in 1975 spent approximately $122 million from local sources and in 1976 spent $123,671,791. Per capita income in 1975 was $6.70 and in 1976 was $6.74 from local sources, an increase of 1.1%. This masks the range of local support which is $.38 to $63.57 with privately endowed libraries and many libraries on Long Island receiving a per capita amount of twenty dollars or more while the majority of libraries are funded well below the mean.

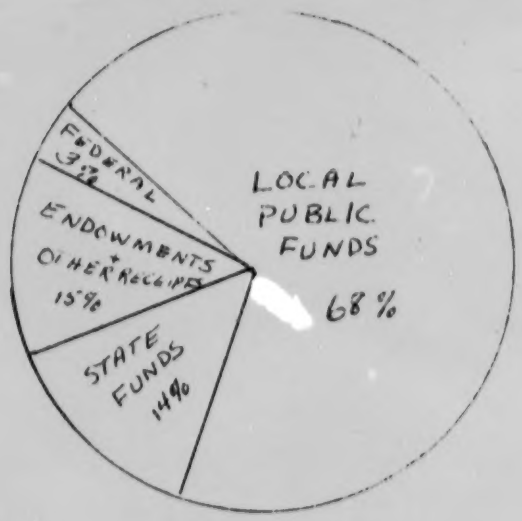
The bulk of State support for public libraries is through the 22 public library systems which in 1975 expended $25-1/2 million and in 1976 expended just over $26 million of State aid in the form of support services to member libraries. Local Sponsor Incentive in

1976 was received by 415 libraries. Of these 182 received $375 or less and 233 received more than $375 (In this count, public library systems are included: Brooklyn, New York Public, Queens, Buffalo and Erie County are each counted as one library.) and in the same year eleven libraries received small special State grants such as funds from the Council on the Arts. State support of public libraries in 1976 constituted 15% of all public library income. This compares with approximately 15% in 1975, 20% in 1960, and 17% in 1957.

The formation of library systems has spurred the participation of counties in the funding of library service. During 1974, 40 of the 57 upstate counties provided some support to public libraries. For some libraries which are chartered to serve the entire county and for whom it is their first level of support--Chemung, Tompkins, Buffalo and Erie County Public Library and Schenectady County, the county contribution was from $4.48 to $7.36. For Rochester/Monroe County the library is jointly supported by city and county with the county contribution a substantial portion of the budget. The remaining 35 counties contributed from $.003 (Saratoga) to $1.35 (Sullivan) per capita with a mean contribution of $.31. In 1975, six additional counties contributed to public library support. Since 1967 when only twenty-three counties contributed to public library support, there had been a 100% increase by 1975. Some counties give money directly to the system to support county wide services, others indicate that county funds be shared between system and local libraries while a third group specifies that all funds be allocated to local libraries on a per capita basis but with a special allocation to the largest library in the county which may provide back-up service to other libraries in the county. Many local libraries with the support of their public library system are pressing their requests for an increased level of county support.

Nearly all libraries receive support from a source other than local and state sources and it may be in the form of endowments, gifts or fund raising activities. One hundred eight libraries (15%) receive fifty percent or more of their income from these "other" non-tax sources and could be labelled endowed libraries. Only three of these endowed libraries serve populations of more than 10,000. Of the total endowment of public libraries, half is held by the New York Public Library. These sources represent 15% of total public library income.

PUBLIC LIBRARY INCOME - 1976



In terms of expenditures, in 1975 the percentages spent on personnel, (salaries plus benefits) (66%), and library materials (15%) hold fairly steady regardless of size of library or size of budget. Audiovisual materials are for most libraries a minor expenditure with fewer than a third of the libraries spending more than .01% of their budget for films, recordings, etc. There are some notable exceptions such as the branch library system of the New York Public Library, where the policy is that fifteen percent of library acquisitions must be non-print.

HOLDINGS

In 1976 the total book holdings of public libraries and library systems in the State were 71.4 million or 3.88 per capita. The total holdings from 1957-1976 increased 190.3% as a result of library system development.

Book Holdings (System and Non-System)

Year	Total Materials
1957	24.6 million
1971	57.8 million
1975	70.4 million
1976	71.4 million

Almost without exception, the only upstate public libraries with holdings of 100,000 or more, are the central libraries of the systems. Central libraries receive State funds to augment their holdings in return for serving as the first interlibrary loan and reference resource for the libraries within the system. Long Island's public

libraries account for 22% of the entire State's book stock and the three metropolitan libraries account for an additional 27%. Nearly half of the libraries in the State have a book collection of 20,000 volumes or less.

The local public library is the users point of access not only to the resources of his local library but to system-wide resources and thru the system to the New York State Library and the NYSILL network.

LIBRARY USE

Over the past twenty-five years library use has grown. A standard measure for library use is the circulation of materials. Although it in no way indicates the full range of services the library provides, circulation figures are a convenient standard measure that is easily kept.

Comparative circulation statistics

1954	55.5 million
1972	81.8 million
1975	86.6 million
1976	82.4 million

The decrease in 1976 following the steady increase in circulation through 1975 resulted primarily from the slashing of service hours and the closing of branch libraries. Library users were limited in their access to the library.

PROGRAM

Public libraries, in addition to loaning books, recordings, films, art prints and a variety of other loanables from pets to tools, are active in program development for the community meeting the needs and interests of all age groups. Many libraries cooperate with Literacy Volunteers.

Typical programs include pre-school story hours, story hours, young adult programs, film showings, discussion groups, readers advisory services and programs of outreach to the disadvantaged. Recent trends include the following: Children's librarians are emphasizing programs that introduce community services for children to the child, the parent, and adults who work with children. Young adult librarians

are programming for the prospective parent. Community services, especially in the health and justice areas need an interdisciplinary network with the schools, and public libraries are beginning to fill that need. The type of program, its audience and intended impact are limited only by the librarian's creativity and the resources available. The public library also serves as the information services for the community. It provides the traditional reference services and many also provide Information and Retrieval services so that the reference capabilities reach beyond the library's internal information store to the community itself.

ADULT INDEPENDENT LEARNER

For the adult wishing to return to school for formal degree work or to learn a new skill the adult independent learner program was designed.

When adult independent learner library programs originated in 1970, they revolved around the College Level Examination Program (CLEP) which granted academic credit on the basis of an examination. In 1972, a national Office of Library Independent Study Projects (OLISP) was created within the College Entrance Examination Board (CEEB). The concept of adult independent learner has been expanded to include any adult learning project. In support of this libraries committed themselves to providing guidance and resources. The first State-wide approach of library service to the self-directed learner was begun in New York. A plan was adopted by the twenty-two systems which designated three regional centers, New York City, Rochester, Schenectady. Training programs at the centers would be conducted byOLISP staff for representative teams from the systems. In turn, the teams would train local library staff. The State Library agreed to provide funding for staff training and project materials.

Among the Adult Independent Learner programs now in existence is a new demonstration program, The Higher Education Library Advisory Service. HELAS was begun in August 1976 under a federal grant. It is an educational advisory service for adults initially established at the Corning Public Library, Schenectady County Public Library, The Mid-Manhattan Library of the New York Public Branch Libraries and the

Queens Borough Public Library. Representing varied types of communities, and with an ongoing adult independent learner program, these libraries took the next step:

(1) to provide information, advice and where appropriate, referral to a wide range of post secondary educational opportunities that meet individual adult needs and interests, and

(2) to demonstrate that the public library can play an active linking role between adults and the vast array of learning options offered by the educational community.

Using an inventory of educational resources for each library region and with the assistance of a specialist librarian, the adult library user may explore career opportunities and determine the educational program available in that area, its requirement and cost. For adults seeking a career change or re-entering the job market, this public library centered service of promoting access to life long learning opportunities has been firmly established.

JOB INFORMATION CENTER

For the individual looking for a new job the Job Information Center funded under Title I of LSCA is available in public libraries.

Job Information Centers (JIC) grew out of a modest program initiated in 1972 at Yonkers Public Library. Library Development coordinates 36 centers which are funded by LSCA. Job Information Centers are clearinghouses designed to organize broad collections of information pertinent to employment. Most frequently, job listings on a local, state and national level are provided and librarians make referrals to other agencies. Additional services sometimes include forums and workshops. Job Information Centers represent a cooperative effort involving citizens, government agencies and the private sector.

INDIAN LIBRARY SERVICE

Five Indian nation representatives and public officials have been recently appointed to an Advisory Committee on Indian Libraries to assist the State Education Department launch a program for development of library service on Indian reservations.

The advisory committee will advise on the development of the Indian library program and assist in the development of Commissioner's Regulations and guidelines for the implementation of Indian Library Regulations enacted by the New York State Legislature in 1977. The Legislation provides an annual appropriation of $100,000.

The New York legislative appropriation for Indian library development is the first such special appropriation in the nation. The legislation was based upon successful library service projects begun with the National Indian Association and Federal Library Services and Construction Act grant funds. The Akwesasne Library, serving residents of the St. Regis Mohawk Reservation was opened in 1971 and is now a member of the Clinton-Essex-Franklin Library System.

STAFF

Professional librarians administer the library and provide the leadership and direction for library programs. Their number gradually increased for two decades and then decreased, largely as a result of job freezes and staff cuts.

MEMBERS OF STAFF IN PUBLIC LIBRARIES AND SYSTEMS

Year	Prof. Staff	Non-Prof. Staff	Total
1954	1822	3549	5371
1972	2937	6709	9646
1975	3332	5907	9239
1976	3135	5688	8823

Non-professional staffs who are responsible for a wide range of clerical activities including preparation of cataloged books and materials for circulation, maintenance of records of library activity, as well as the various secretarial activities of typing and filing have also been affected by job freezes and staff cuts.

In the listing of factual data about public libraries, what does not emerge is the marginal existence of many libraries, the effect of inflation on budgets, with the rate of inflation in many instances moving upward more rapidly than budgets.

URBAN LIBRARIES

Particularly hard hit have been the urban libraries, those serving 125,000 population or more. These are the cities which faced critical fiscal problems affecting their whole range of public services. A description of the impact of the recession on the two largest cities, New York City and Buffalo, may serve to highlight the problems faced by all urban libraries, in greater or lesser degree, in the last few years. Because of 1977 budget cuts in the Buffalo and Erie County Public Library following budget cuts the previous year, 189 full-time jobs were cut reducing staff from 449 to 260. Included were 64 professional librarians or 45.7% of the professional librarian positions. One hundred twenty-five non-professional positions were also cut. Services have been cut and branches have been paired, one staff running two branches each open 2 or 3 days. Other libraries in the county had their budget slashed as well both in 1976 and 1977.

The recent decision by the Erie County Legislature to support its libraries, cultural institutions and other public benefit services by setting aside a percentage of the sales tax will provide an inflation responsive source of income. For 1978, this will mean a $4,000,000 increase in support of these services. For the Buffalo and Erie County Library it will mean that many of the services cut in the past year can be restored.

An understanding of the fiscal plight of the New York City libraries is important because the three metropolitan libraries--Brooklyn Public Library, Queens Borough Public Library and the Branch Libraries of the New York Public Library play a special role in library service in the State. The three libraries serve nearly half the State's population and their book holdings of more than 16 million volumes serve as a valuable support to the other public libraries in the region and throughout the State. There is also a large commuter usership of well over 50% at some branches. Many of these commuters travel from outer boroughs to Manhattan, but other inter-borough and suburban commuters from Long Island, Westchester and New Jersey make significant use of libraries near their places of work. The information industry (FIND and other information-for-pay services) uses the resources of the library as an integral part of its business activity.

Adequate public service hours and staffing last existed in New York Public Branch libraries in 1970. Progressively since then, a job freeze and lay-offs occurred because of the massive restrictions and/or reductions in levels of tax support. By spring 1977, total hours of service per week eroded by more than 50% from 3,869 to 1933.5 and the staff had been cut by 561 positions. Staff found themselves working in two or more of the 82 branch libraries on alternate days. During the depression, all branches were open 72 hours per week and the central circulation branch was open 13 hours a day, 365 days a year. The city provided funds even though it was probably in an much financial difficulty as it is now.

Cuts in Metropolitan Library Budgets, Staff and Hours

New York Public Branch Library

	73/74	74/75	75/76	76/77	Total
Hours Cut	0	351-1/2	449-1/2	118-1/2	919-1/2
Staff Cut	30	44	273	92	439
Money Cut	1,600,000	1,670,000	1,720,000	1,170,000	6,160,000

Brooklyn Public

	1974-75	1976-77	% reduction
Hours	2651	1273-1/2	52%
Staff (FTE)	1048	666	36%

Queens Borough

	73/74	74/75	75/76	76/77	Total
Hours + or -	+101.5	+24	-608	-503.5	-1111.5
Staff Cut	-17	-26	-144	- 99	- 286
Money Cut	-139,280	-479,780	-2,092,000	-1,164,852	-3,875,912
Branches +	+ 2	+ 4	+ 1	+ 3	+ 10
Branches -	- 1	0	- 1	- 2	- 4
New unable to open			- 5	4 (construction halted)	

Per capita operating expenditures for the Branch libraries was $6.93 in 1974, dropping to $6.56 in 1976. For 1974, Brooklyn's per capita operating figure was $6.28 and Queens was $8.22 as compared to $14.44 for libraries in Nassau County, $12.45 in Suffolk County and $10.99 in Westchester. (City revenues to New York Public Library are 1/4 of 1% (.25%) of the city's total available budget of $8 billion.)

Because of the drastic cuts in hours open and in staff, uses of the branch libraries (including circulation, reference questions answered, programs, etc.) have declined from 21,521,770 in 1973-74 to 18,074,310 in 1976-77. Book circulation was down 8% and reference services were down 4%. There has been an erosion of basic services, e.g., reference and children's services. Library use increases during periods of economic stress but because of the severe stresses placed on the library itself and the concomitant reduction in hours, the community's need could not be met.

The first positive note for the New York Public Library since 1973 occurred early in 1977 to be reflected in the 1977-78 budget. The mayor's proposed cut of $470,000 was rescinded thus saving 80 staff members and $125,000 was added to the budget to compensate for a similar loss in Local Sponsor Incentive Aid due to the city's low funding of the library, thus preserving additional staff jobs. In addition, the refunding of existing library CETA positions and allocation of 200 additional CETA positions made it possible to restore hours of most branches in September 1977 to the inadequate but less impossible level of fall 1975.

The plight of Queens Borough and Brooklyn public libraries has been similar; repeated cuts in funding, loss of staff, reduction of hours and a heroic effort on the part of remaining staff to serve the community. Throughout this period, the strong supporters of libraries have been community groups, for example, The Donnell-Cathedral-58th St. Library Association and The Bronx Library Council and The Brooklyn Library Council. Their continued support and the leadership of borough Presidents Abrams and Sutton and other elected officials were held to be the reason for the success of the New York Public Library in the budget decisions of 1977 restoring budget cuts and acquiring city funded CETA positions.

The Research Libraries of New York Public Library have been provided fewer funds by the city, and their endowments which in 1965-1966 paid for 52.2% of their general operating expenditures in 1975-76 paid for only 22.4% of the general operating budget. Because of the unique value of the Research Libraries, the current state aid formula includes a special grant to the Libraries of $3,150,000 plus up to

$525,000 for purchase and processing of materials. Much of the rest of the Research Library's budget comes from gifts and direct Library State aid. Since 1970, staff has been cut and hours at the Central Building reduced from 87 to 43. The annual deficit of the Research Libraries is approaching three million dollars and the trustees indicated in the 1975-76 Annual report that "the future of the Research Libraries was less secure than at any time since 1895, the founding date." At the same time, the National Commission on Library and Information Science in its overview of national information resources cited the Research Libraries collections as "unique" and "comprehensive" national sources. The only federal funds received for general operations by the Research Libraries in 1975 or 1976 were challenge grants from the National Endowment for the Humanities of $363,000 and $267,000 respectively to aid in the Library's fund raising efforts. This contribution represented less than 2% of the total operating budget.

Although the dependence on the Research Libraries by scholars and researchers throughout the country is well known, a first effort to document its national role was made during 1976. Evaluations that had been made voluntarily by specialists in various subject fields were brought together. Of the Theatre Collection "a national resource for the graduate programs of our universities from one end of the country to the other..." Of the Dance Collection: "the criterion for every other such collection." American History and Literature is "unrivaled," music "a national treasure." One such collection, the Schomburg Center for Research in Black Culture, is one of the world's greatest and most comprehensive documentation of black history, literature and art. The Center is supported by a combination of city, state and other private funds. In 1976, the Center received a grant of $3.7 million under the Federal Public Works Employment Act to construct a new building to house the collection and an operating grant for special project purposes of $270,550 from the National Endowment for the Humanities.

It is important to realize that no other comprehensive research library--except the Library of Congress itself--is freely accessible to the general public, and yet that collection is largely dependent upon gifts to survive.

Public Libraries in Small Cities and in Suburban Areas

In the level below that of the big city libraries, there are about 200 small city libraries and suburban libraries, serving populations from 7500 to 100,000. Roughly,half of these are on Long Island or in Westchester County. Many of the medium-sized public libraries of the state give excellent service. Those libraries which have exceptionally strong collections and staff, plus convenience of location and hours of opening, may act as "magnet libraries" to readers in the surrounding area. Heavy use by residents from such surrounding areas, particularly in a suburban setting, is in some places a cause for concern but the problem does not appear to be widespread. The 1974 Report of the Commissioner of Education's Committee on Direct Access found general approval of the concept which has been a key feature of system development, the concept of free direct access. (Free direct access is the right of use of all member libraries in a public library system by all residents of the area legally served by the system.) Only six systems reported trouble areas of a serious nature and these were localized. A report from the systems indicated that there was dissatisfaction in three of the central libraries with the principle of direct access.

Some systems have attempted to compensate their "magnet libraries" which are experiencing "plus use".[3] There are a great variety of arrangements among systems for distributing benefits to their members. Since 16 of the systems reported[4] no serious problems with the free direct access concept, and since the committee considered free direct access as an integral feature of the public library system concept, the committee concluded it would not seek a change in the State Aid formula which would earmark funds for the specific purpose of reimbursing libraries for "overuse". No single method of compensation was felt to be ideal in all systems. In a number of cities and villages, a shift in the base of public library tax support to coincide more closely with actual service patterns has both provided more equitable local tax support and forestalled potential problems.

3. When a member library in a library system lends more material to persons living outside the legal service area of that library than the residents of its service area borrow from other libraries, the difference is referred to as "plus use".

4. In 1974.

RURAL PUBLIC LIBRARY SERVICE

Rural readers are served through a combination of local public library and/or public library system services. The public library system programs in rural areas links each rural community with a chain of resources. It thus enables the rural reader to have access to a range of materials more nearly approximating that available to urban readers. Of the 22 public library systems, 13 serve fewer than 500,000 persons. Almost all of these 13 systems have sizeable areas of rural population. There are about 450 rural public libraries in New York State, serving less than 7500 persons. In general, these libraries are characterized by: non-professional staff; total collections of less than 25,000 volumes; limited hours of opening. Rural libraries, however, constitute an important first point of access for the reader. Frequently, they also play a significant role as focal centers in the life of the small community, deepening the sense of community identity. Some rural communities have no local library; almost all of these communities are too small to warrant the establishment of a library. Bookmobiles, operated by eleven public library systems, (outside of New York City), extend service to rural areas. Eight systems offer a books-by-mail program.

The many services of public library systems to rural readers and rural libraries include: interlibrary loan, reference service, processing of library materials, staff training, etc.

The wide geographic spread of rural public library systems intensifies service problems. The North Country Library System, serves 6300 square miles, an area equal to the State of Hawaii, but with only 325,000 people. There are 61 public libraries in this system. Ten other systems serve over 2000 square miles. Problems of service to rural areas include: communication, high cost of delivery services; difficulty of winter travel; lack of trained local personnel; large number of sub-standard facilities; etc.

Materials requested by rural readers can be and often are as sophisticated or technical as those requested by urban readers. The problem is to meet the diversity of rural needs through a chain of resources.

In systems of low population density, there is still a need for a basic range of system services and consequently a basic minimum level of support is needed.

PUBLIC LIBRARY SYSTEMS

New York State is the acknowledged national leader in the development of public library systems. The public library system is an affiliation of member libraries which serves a defined population and geographic area. The chief functions of public library systems are to extend library service to all of the people of the State and to strengthen the member public libraries by providing services and materials to them. Impetus for formation and State support of library systems stemmed from a pioneering 1948 regional library service center experiment in Watertown, administered by the New York State Library; and from recommendations of the Governor's Committee on Library Aid in 1950. A 1950 amendment to State Education Law provided for formation of country-wide or multi-county systems based on population, a plan for service, participation of all libraries in the proposed area, formal county approval of system formation and compliance to library service standards.

From 1950-58 due to the reluctance of some libraries to join systems; lack of county government approval; inadequate financial incentives and lack of understanding of system objectives and potential; system development was slow. Only ten systems had been formed. A 1958 amendment to Education Law based on recommendations of the Commissioner of Education's Committee on Public Library Service, permitted the establishment of cooperative systems without need for unanimous library participation or county approval. As a result, by 1962, all 22 systems had been established and these remain the framework for the provision of regional public library service. The system is the vehicle through which State monies are available to provide services to member libraries.

The 22 systems serve 18.3 million persons. Fifteen systems serve multi-county regions and seventeen systems each serve twenty or more member libraries. The New York Public Library Branch libraries, Queens Borough Public Library and Brooklyn Public Library are each large enough in their own right to qualify as a system. These three are consolidated systems in that all branches and divisions are under the

control of one board of trustees. Three examples of federated systems are: the Buffalo and Erie County Public Library and the Clinton-Essex Franklin System, and most recently, the Onondaga County Public Library. They were established by act of the county legislatures and are governed by trustees appointed by the county government. The predominant organizational pattern of library systems is the cooperative or association type, created by vote of the member libraries' boards of trustees and chartered by the Board of Regents. Cooperative systems are governed by a board of trustees elected by the member libraries. The systems do not supplant local libraries but make it possible for them to remain their autonomy as community libraries while they enjoy some of the advantages of larger size.

The systems provide a variety of services to member libraries. All systems are expected to guarantee any resident in the system area access to any member library, provide interlibrary loan and reciprocity, have a system-wide catalog of books and materials, offer professional librarian consultant services to member libraries, furnish in-service training for pesonnel of member libraries and provide library materials delivery. Most public library systems provide centralized processing of library materials. Additional services may be provided by the system for its member libraries and the type of service is determined by regional need.

The systems received in 1975, $25,642,933 allocated on a multi-factor formula basis. The formula factors are:

- per capita aid
- grant based on number of counties served
- grant based on number of square miles served
- grant based on amount expended for library materials
- central library development aid.

They receive LSCA funds for special projects in the system area. In addition, Local Sponsor Incentive Aid is disbursed to qualifying libraries. Each system has a designated central library which receives specific funding in return for which it serves as the first interlibrary loan and reference referral for member libraries.

Local assistance appropriated to public library systems and public libraries amounted to $29,465,000 under Chapter 53 and 460,

Laws of 1977. This sum includes $300,000 specific and for the blind and physically handicapped, $300,000 for the Schomburg Center for Research in Black Culture, and $175,000 for research material on Jewish history and literature for Queens County. An additional $100,000 was appropriated for library service to Native Americans in Chapter 476, Laws of 1977.

A major contribution of the library system has been to provide each library regardless of size or level of support, high quality consultant services and access to the holdings of neighboring libraries. Harold S. Hacker, Director of the Rochester Public Library and Monroe County Library System, has recently characterized the public library systems as--

1) demonstrating the effectiveness of regionalism,
2) illustrating the trend toward two tier local government,
3) showing the effective and unique use of State funds,
4) building on strength of major urban libraries,
5) achieving a balance between the centralization of supportive services and the decentralization of the more sensitive public services.

LSCA

The Federal Library Services and Construction Act, first enacted in 1956 as the Library Services Act and in 1961 revised to become LSCA was the first major federal legislation providing support to public libraries. "The purpose of the Act is to assist the States in the extension and improvement of public library services in areas of the States which are without such services or in which such services are inadequate, and with public library construction, and in the improvement of such other State library services as library services for physically handicapped, institutionalized, and disadvantaged persons in strengthening State library administration agencies, and in promoting interlibrary cooperation among all types of libraries."[1]

The law requires that each State develop a long range plan for library service and that LSCA monies be spent within the State according to the priorities set forth in the long range plan. The long range plan is developed for a five year period with annual program statements to indicate priorities for each year. The plan encompasses the totality of library service in the State including programs that will not or cannot be funded under the Act. The plan is prepared by Library Development using available studies, documents and coordinating the plan with work in progress. It is then reviewed by the LSCA advisory council representing various type of libraries, library users and non-users. Upon their approval, the plan is reviewed for recommendation and/or approval by the Assistant Commissioner for Libraries, the Associate Commissioner for Cultural Education, the Executive Deputy Commissioner of Education, the Commissioner of Education, the Regents and the Governor. The plan then goes to the United States Office of Education and the State receives the funds.

All LSCA funds received by the State are expended according to the State's objectives for funding which are in accordance with federal priorities and set forth in the long range plan. Only public library systems, State departments or administrative agencies responsible for institutional services and the regional library for the blind

1. The Library Services and Construction Amendments of 1970, Enacted Dec. 30, 1970, P.L. 91-600, 84 Stat. 1660.

and physically handicapped are eligible for funds. Those eligible submit a preliminary proposal to Library Development indicating those programs they wish to pursue. Library Development then reviews the preliminary proposals in relation to the objectives of LSCA and the annual program statement and their intrinsic value. Systems submitting preliminary proposals in line with the overall plan and of merit are invited to file a full application. This is reviewed by the Library Development staff and funds are granted on a competitive basis to the most worthwhile projects.

LSCA has four titles, each of which has specific objectives.

Title I - library services - includes programs of service to State institutions and to persons who are blind or physically handicapped (so as to be unable to read or use conventional printed materials) as well as for the improvement of extension of public library service. The 1977-78 New York annual program statement emphasized the following purposes:

> . . . improvement of library service by aiding in the solution of constantly occurring problems in urban libraries, by improving library systems and libraries which serve as regional resources, by encouraging intertype library cooperation, by providing a focus on the independent learner and by providing access to all.
>
> . . . improvement of library service in state institutions.
>
> . . . expanding and improving library programs to the blind and those unable to use conventional printed materials.
>
> . . . strengthening the State Library and its extension services.

In fiscal 1976 New York received $3,503,108 and in 1977 New York received $4,107,777 in support of Title I. The major share of grant money was allocated to projects to meet urban library problems. Funds were also allocated to systems in support of Job Information Centers (24), adult independent learner programs, books by mail, improvement of access to library resources through the development of bibliographies and union lists. Statewide programs such as service to institutions and the library for the blind are also supported under Title I. In fiscal 1977, $40,000 was distributed in local assistance grants for services to institutions and $45,000 for service to the blind and physically handicapped.

LSCA EXPENDITURES
TITLE I

	(1) Grants	(2) Program Statewide	(3) Admin.	(4) Carried Forward	(5) Allocation
1973-74	$1,692,725	$128,266	$241,718	$1,547,188	$3,146,747[2]
1974-75	3,579,039	232,368	328,320	910,569	3,503,108
1975-76	2,031,021	168,251	306,348	1,908,057	3,503,109
1976-77	3,180,848	526,000est.	234,787est.	1,642,978[3]	4,107,777
1977-78 (budget	3,590,500est.				

Columns (1), (2), and (3) represent expenditures within the federal fiscal year regardless of the fiscal year funds from which the expenditures were made.

Column (5) represents the federal allocation for the fiscal year, a portion of which would be expended in succeeding years.

Title II - library construction - provided funding on a matching basis for buildings. No money has been provided by the federal government under this title since 1973.

Title III - provided $142,628.00 of federal funds for interlibrary cooperation. In New York these funds were used to improve interlibrary loan, strengthen the consultant services of Library Development and to support studies relating to interlibrary cooperation and interjurisdictional planning.

LSCA EXPENDITURES
TITLE III

	(1)	(2)	(3)	(4)	(5)
1973-74	$ 299,538[4]	$ 81,532	0	0	81,532
1974-75	0	80,567	0	0	80,567
1975-76	0	80,567	0	0	80,567
1976-77	0	162,579	0	0	162,579[5]

2. In addition $463,150 in FY 1972-73 funds were carried forward to FY 1973-74
3. Including $746,887 from transition quarter allocation.
4. Local assistance grants available dur to release of previous years' impounded funds.
5. Including $19,951 from transition quarter allocation.

Title IV - supports reader services to the elderly but no funding has been available.

In 1977, LSCA was extended for a five year period, through 1982. There were some changes made, specifically in Title I so that urban libraries may receive a special share of funds (depending upon the amount of money available) to support and expand services. Urban libraries, to receive such funds must provide services to users throughout the regional area in which the library is located.

SPECIAL LIBRARIES

The term "special libraries" applies to those collections and programs which serve the specialized literature and information needs of industry, government, the professions and similar agencies and institutions. Special libraries range in size from a modest collection of reference materials to complex programs involving large staffs of experts in various fields, using the most modern methods and equipment. They serve the specialized needs of the Actor's Studio or the Tax Foundation, the research needs of IBM and General Electric Company and the research and support needs of medical and other health care professions.

There are more than 13,000 special libraries in the United States and Canada. Using the mailing list of the Special Libraries Association approximately 1400 special libraries within New York State alone have been identified. Of these, it is estimated that approximately 13% are in support of health care services, 63% serve business and industry, 19% serve clubs, foundations, associations and 5% serve cultural and educational institutions and government. Approximately 80% of the special libraries in New York are located in New York City and Long Island. Currently, S.L.A. has contracted to do a study of special libraries in commerce and industry for the National Center for Education Statistics.

There is no "typical" special library. It is a medical library such as the library of the Crouse-Irving Memorial Hospital in Syracuse founded in 1913 and with a staff of three (including one non-professional). Its collection of slightly more than 6,000 items in the field of nursing and medicine is available to hospital employees and students. It is the New York Botanical Garden-Cary Arboretum Library in Millbrook founded in 1972 with a staff of three (including one non-professional). Its relatively small collection of 3,500 books and periodicals in the area of botany of woody plants, horitculture, environmental studies and plant nutrition supports the staff's research activity. The Nestlé Company in Fulton founded in 1955 and with a staff of one professional has a collection of 700 books and 10,200 periodicals dealing with the

confectionery industry with a special emphasis on chocolate and cocoa. It is not open to the public. The collection of the American Kennel Club in New York City was founded in 1935 and has a staff of one professional and two others. Its 12,000 volumes provide an outstanding resource on the subject of dogs--their breeding, training and health. This collection is open to the public for reference services.

Two hundred twenty special libraries, including 61 health science and one law library are members of the 3R's councils. This represents approximately 16% of the total number of special libraries in the State. On the whole they represent the larger libraries with substantial reference resources. Other special libraries participate in the 3R's programs on an informal basis.

Health science libraries are a special component of the special libraries of New York. Region 2 (New York and New Jersey) of the national network of health science libraries includes approximately 750 libraries in New York with the library of the New York Academy of Medicine serving under contract from the National Library of Medicine as the region's central information source. Its role is to coordinate literature service activities for the health community through health science libraries. An important part of medical networking is MEDLINE, data bases from the National Library of Medicine, which provides immediate information access to about 60 of the larger libraries. Region 2 is divided into health service areas, each with its central health sciences library serving as a regional resource and referral library. An example of this is the 17 county area of Northeastern New York which has the Schaffer Library of Health Sciences of the Albany Medical College as its central library. A close relationship between this health science network and NYSILL has been developed, with the New York Academy of Medicine serving as a resource library in NYSILL, with requests automatically referred between the two.

Some health science libraries are also members of special purpose networks. The Medical Library Center of New York and New Jersey with approximately 50 New York members provides cooperative services designed to provide better access to materials by member libraries. The Five Associated University Libraries cooperative network (Cornell, SUNY Buffalo, Binghamton, Syracuse University and the University of Rochester) promotes resource sharing among its members, four of whom have medical schools and medical libraries.

INSTITUTIONAL LIBRARY SERVICE

In New York State, it is estimated that there are nearly 100,000 persons confined in more than 200 public or publically supported institutions.[1] These institutions are administered by various State departments, the counties and New York City. The largest number of persons are patients in facilities of the State Department of Mental Hygiene. The next largest group are inmates in correctional facilities. Others are in institutions administered by the State Department of Health or in schools for the blind and deaf administered by the State Education Department.[2]

The task of providing these persons, (and the staff who minister to them), with recreational, educational and rehabilitative library services is a major piece of unfinished business. New York State does not have a comprehensive, coordinated library program for the institutionalized.[3] The problem is complex, long standing, and difficult. Yet, it is a problem which calls for solution . . . one in which the State government bears a central responsibility.

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1. Approximate numbers of inmates, patients or residents:

New York State Department of Correctional Services	18,000
New York City Department of Corrections	8,000
County Correctional Institutions	5,000
New York State Division for Youth	1,000
Estimated Total-Corrections	32,000
New York State Department of Mental Hygiene	47,000
New York State Department of Health	7,000
New York Education Department	3,000
Grand Total	89,000

2. There are many more thousands of persons confined to public and private hospitals, extended care facilities, etc., not covered by this statement. Library services to these patients, where it exists, is generally through the local public library or public library system.

3. The 1965 "Plan to Provide Library Service to People in New York State Institutions" approved by the Interdepartmental Health and Hospital Council is now dated. The Council Library committee no longer exists, nor is the recommendation for an institutional cooperative library system, found in the Regents Position Paper #8, 1970, any longer considered appropriate.

The organization and role of State institutions are changing. The major trend is the reduction of population in the large facilities and the corresponding development of small community based facilities and outpatient services. This has occurred to the Department of Mental Hygiene. The actual number of residents in mental hygiene facilities has decreased in the past few years. On the other hand, there has been an increase in the number of inmates in correctional institutions.

It is difficult and probably a disservice to treat "institutions" as a whole. They are diverse in nature, size and program. Individuals may be institutionalized by reason of behavioral problems, mental illness, mental retardation, need for special education by reason of deafness or blindness, or other handicapping condition. The one common denominator is confinement. They are unable to use their local public or school library. Somehow library service must be brought to them. A first objective, in all but the smallest institution, is to have a library program within the institution . . . with funds for purchase of library materials and qualified staff services. Secondly, these resources, (which cannot "stand alone"), need to be linked to resources of other libraries in the region and State, through the public library system. In some instances, where the population of the institution is too small to justify the expense of a library, direct service by a public library or library system may be the appropriate solution. In whatever way or ways the library service is "delivered" the need of the patients or inmates for formal or informal educational opportunities and services parallels those of persons who are free to visit and use school, public and academic libraries. Meeting the professional needs of doctors, nurses, and other professional staff of the institutions constitutes a second aspect of institutional library service.

ADEQUACY

It is generally conceded that institutional library service is a stepchild. The users of institutional library service have little or no way to make their needs known so as to bring about improvements. The inadequacies go largely unseen.

Problems related to the delivery of institutional library service include:

--high per capita cost due to low population per facility

--need for high staff ratio

--limitation of physical space and access

--great number of facilities

--need for varied resources, multi-media and multi-lingual, to meet needs of the disadvantaged

--untrained staff in some facilities

--lack of "career ladder" where there is a professional librarian

--lack of public understanding of need for institutional library service.

It is difficult to measure the adequacy of institutional library service, since not all institutions file reports with Library Development. Available data is generally lacking for city and county institutions.

Some statistics on institutional library service in State institutions may be helpful, even though incomplete.

State Institution Library Service[4]	1971-72	1974-75	1975-76
Total expenditures	$1,238,967	$1,789,072	$1,828,426
Total holdings	824,519	825,076	823,378
Total Circulation	597,650	393,438	485,721
Interlibrary Loans borrowed	N.A.	19,952	26,928

SOME PROGRESS

Two forces have brought about some improvement in institution library service in recent years.

LSCA I Under the federal Library Services and Construction Act, Title I, funds have been appropriated annually for institutional library service in State institutions. This act is administered by Library Development. Sums have ranged from $40,000 to $98,000. A portion of the money has been spent at the State level for the position of Institutional Library Consultant in Library Development. In 1976-77, the position of Library Co-ordinator in the State Department of Correctional Services was funded. Grants have been made for innovative programs. Examples

4. As reported to Library Development by over 100 institutions.

include: a library for parents in the Rome School for the Deaf (1975-55) and media centers in facilities of the Division for Youth (1975-76).

State Grants A second factor on the plus side has been a modest program, under a state appropriation for the extension of library service to inmates in state, city and county correctional institutions. The program was initiated in 1973-74 with an appropriation of $100,000. Since then the appropriation has been $50,000. The program has been administered by Library Development. With the limited amount of funds, attention has been focused on county jails and penitentiaries, juvenile secure detention facilities and the facilities of the New York City Department of Correction. The funds have been granted to the public library systems for service to these institutions by interlibrary loan deposit collections and other means.

CORRECTIONS

State correctional institutions are organized under two units; the State Department of Correctional Services is responsible for adult offenders, the Division of Youth is responsible for juvenile offenders. There are 33 correctional institutions under the State Department of Correctional Services, including five camps. Nineteen of these have an authorized position of professional librarian. A position, at the department level, of coordinating librarian is financed with LSCA funds. The per capita expenditure for library service by this Department was reported to be $20.71 in 1975-76. There were no grants of LSCA I funds to correctional institutions in 1976-77. Total circulation was 178,141. Interlibrary loans borrowed were 8,777, an increase over the total in 1974-75 of about 100%.

The Division for Youth operates 27 camps, homes, START centers and training schools. In 1975-76, only three of these reported an expenditure for library service. The total was $3,756.

The New York City Department operates 19 facilities with a census of about 8,000. No library statistics are readily available.

There are 67 county jails and penitentiaries outside of New York City, with an average daily census of about 5,000 persons. Library statistics on these facilities are not readily available. The public

library system extension services link correctional facilities to resources in the system, to the State Library and to NYSILL.

LAW LIBRARIES-CORRECTIONS

As a result of court mandate, law libraries have been established in all State Department of Corrections facilities, funded initially under Law Enforcement Administration Assistance grants. Either $10,000 or $12,000 was allotted, with $1,000 for each camp. A grant of $12,000 was also made for a law library and there are some others. Law Library service, which is minimal, is backstopped by the New York State Library law collection. Use of the State Library's law collection by inmates is growing and requests are now averaging nearly 2,000 per month.

MENTAL HYGIENE

There were four children's psychiatric centers, 24 psychiatric centers, 17 developmental centers, and two other institutions administered by the Department of Mental Hygiene in 1975-76, as reported to Library Development. There is no library coordinator position for this large department. Library reports are incomplete. Library service is of a dual nature--patients library service and medical or professional libraries. As reported, there was a total expenditure, for both types of service, of $902,094 in 1975-76. Total circulation was 205,588. Interlibrary loans borrowed were 12,463, Total holdings were 434,910. There are no State grants-in-aid to public library systems for extension to these hospitals as there are for correctional institutions. There were no LSCA I grants to mental hygiene institutions in 1976-77.

OTHER STATE DEPARTMENTS

The State Education Department administers twelve schools for the deaf and blind. Per capita support is the highest of all types of institutions largely because of the special educational materials needed. Total expenditure in 1975-76 for library purposes was $300,829. Total circulation was 84,768. Total holdings were 159,251. Interlibrary loan was minimal -- 526.

The State Department of Health has three facilities, the principal one is the Roswell Park Institute at Buffalo, where there is a large medical library. Total library expenditures by the Department of Health in 1975-76 were $248,061.

BLIND AND PHYSICALLY HANDICAPPED

In 1975 there were in New York an estimated 36,240 legally blind persons, 54,360 partially sighted and 45,300 who are physically handicapped in some other respect which interferes with their use of regular library materials.[1]

At least 60% of the persons so handicapped are in what is often referred to as the geriatric age group--suggesting some guidelines for library planning such as a higher rate of persons with restricted mobility, and among the oldest a higher percentage residing in nursing homes and similar institutions than would be found in a cross section of the total population. Many of the visually and physically handicapped, including legally blind persons, are employed in an amazing range of professionals and vocations and many more are engaged in education or training for employment.

There are two regional centers; the New York Public Library serving New York City and to a limited extent, Long Island and the New York State Library serving upstate New York. Long Island has two subregional libraries serving the blind and physically handicapped, one in the Nassau Library System and one in the Suffolk Library System. These subregional libraries are backed up by the New York Public Library regional library for the blind and physically handicapped. The New York City regional library supplies all braille materials. Part of a national program, these centers receive materials from the Library of Congress, Division for the Blind and Physically Handicapped. Regional services include circulation via postage free mail of braille books and talking books, cassettes, loan of visual aids equipment,free repair service by volunteer groups and readers services such as interlibrary loan and volunteer transcribing services. In 1977, the regional center at New York Public Library had holdings of book and non-book materials totalling 145,046. Circulation for the year ending June 30, 1977 was 242,002. Circulation from Albany regional center for a similar period was 241,070. The New York

1. Estimates based on ratios suggested by the Library of Congress, Division for the Blind and Physically Handicapped: two blind persons, three partially sighted, and 2.5 physically handicapped per 1,000 total population.

State Library for the Blind and Physically Handicapped has a total of 9,710 registrations, New York Public Library has 12,220 registrations. In both cases, the number of individuals served is greater than the number of registrations. Registrations include institutions in which a number of persons are reached through a single mailing.

A computer analysis of the New York State Library's registration shows they are reaching 19,099 individuals, of whom 10,059 are in 679 institutions. The New York Public Library registration figure includes 992 deposit collections--serving more than one person.

Basic funding for the New York State Library, Regional Library for the Blind is from the State. Basic funding for the New York Public Library, Regional Library for the Blind, is from New York City. Both libraries, in 1976-77, received federal funds under LSCA I. Significantly, in 1977-78 for the first time, the State Legislature in its supplemental budget made a special appropriation of $300,000 for library service to the blind. Each library has received $150,000 under this appropriation. Some inequity has been perceived in funding of Library Service to the Blind. That is, New York City must pay almost the entire cost of service to its blind readers, while upstate, the basic cost of library service to the blind is paid by the State. New York City is the only city library which bears the cost of serving this special category of users.

In addition to the two regional libraries for the blind and the two sub-regional libraries on Long Island, limited service is extended through most of the public library systems and their central libraries. Usually these "sub-lending agencies" provide "walk-in" reader assistance, provide information and have small selective deposit collections of media for the blind. The public library systems role, outside of New York City and Long Island, is essentially an introductory one--linking the blind reader to the New York State Regional Library for the Blind and Physically Handicapped. School and college libraries also have roles in the service of the handicapped. There are important private agencies and institutions which advise and assist handicapped readers, by transcribing printed materials, providing reading aids, etc.

There are 117,081 handicapped children (not those with learning disabilities) who receive educational services funded by the State

through a weighted factor in the State Aid formula. Some of the handicapped attend special schools. Blind and visually handicapped children who do not are integrated into programs with the normal sighted. Several additional agencies provide the necessary supportive materials including the State Education Department's Division for Handicapped Children, Special Education Instructional Materials Centers (SEIMAC) and Boards of Cooperative Education Services (BOCES).

Recent federal legislation requires that all applications for federal funds take into consideration the special needs of the handicapped; that new facilities be readily accessible and usable, that educational services be designed to meet the needs of the handicapped to the same extent as the needs of the non-handicapped are met.

In 1973, a report was prepared for the Assistant Commissioner for Libraries, Improving Library Services to the Blind, Partially Sighted and Physically Handicapped. A comprehensive program was recommended at State, regional and local levels. Additional funding was seen as necessary from the State. While there has been some progress, very few of the farsighted recommendations in this report have been implemented.

LIBRARY TECHNOLOGY AND INFORMATION SYSTEMS

The rapidly developing technology of the computer and of image transmission technology has revolutionized the means available to store, access and deliver information. Using the new technology, it is possible to produce, publish, collect, classify, store, retrieve, reproduce, preserve and disseminate information in print visually or orally. Already operational are on-line shared data bases of bibliographic records and locations of material. OCLC, BALLOTS and RLG are examples of these. (Refer to page 62 for description.)

Computer based reference services, most of which are indexes to the publications in a subject area, are accessible to libraries, providing rapid and in-depth access to information. There are more than 250 such data bases, which provide specialized, timely service in science, technology, legal, medical and social science research in a way that traditional methods cannot. Commercial vendors wuch as Lockheed, SDC or BRS provide access to these services through contracts with libraries.

Management information data for the library is derived from minicomputers and circulation systems. Six companies already have circulation systems operational (SUNY at Albany has its own in-house system) and those libraries with a large circulation of materials are seriously considering their purchase or have already purchased such a system. Interlibrary loan borrowing and lending statistics are available from the computer operations of NYSILL (refer to NYSILL elsewhere in paper).

Two large jobbers, Bowker Company and Baker & Taylor (BATAB) and OCLC have designed and field tested computer based acquisition systems. Also operational and available for library use are cable television, satellite transmission and facsimile transmission. Negotiations are currently underway to set up an interactive cable TV system to establish a connection between an OCLC computer and the cable TV front end computer. Searching a data base via home TV is close to implementation.

The result of implementation of this technology by libraries and library networks is:

for the user - comprehensive access to information and its location and a far more rapid delivery system than ever before. The user may read an abstract of the article he has located to determine in advance if the information is what he is seeking.

for the librarian - in addition to providing a higher level of service it permits a more exact management of resources. Selection of materials is made more rational by the ability to discern how many copies of a particular title are held by whom and where. Identification of holding libraries will influence the decision of whether or not to purchase an item. The ability to scan an abstract and/or look at a catalog record provides data for evaluating content and need. Conservation of space is made possible by instituting weeding programs based on circulation statistics and area availability.

The unit cost of computer processing has declined in the past decade and that decline is expected to continue. Increased capacity for storage provides a more efficient use of computer systems. Speed has increased, the number of users has increased and sharing of systems and data bases has spread and thus reduced cost to the individual user.

The total information resource and its annual growth makes it impossible for any one library to possess it all. A proliferation of networks providing shared services has grown in the past decade. A new information structure is growing, because of this a different library structure based ontechnology and data bases is emerging. Forming these data bases into a statewide and national compatible network or networks as well as adapting the new technology to the old forms of governance of libraries at the local and regional level is a most difficult and most crucial problem.

OCLC

The National Commission on Library and Information Sciences has set forth goals that emphasize access to information, with the means of implementation a nationwide network or networks of libraries and information services. One such network is the Ohio College Library Center (OCLC), an on-line library computer system located in Columbus, Ohio, whose shared cataloging program serves approximately 1,000 libraries in 46 States, 138 of these in New York. Founded in 1969 as a not-for-profit educational consortium, OCLC's objectives are to hold down the rate of rise of library costs and increase the availability of resources. Academic libraries, public library systems, agency libraries, the National Library of Medicine, the Library of Congress Serials Section and the National Library of Canada participates in OCLC. They have instant access to nearly 3.5 million different catalog records and more than 16 million holding locations of books and other media cataloged in the system.

Participating libraries have access to the Columbus, Ohio computers over dedicated telephone lines using a cathode ray tube (CRT). Full cataloging information for all items in the system is available in Library of Congress approved formats and more than half a million catalog cards per month are produced. The system is expanding to include interlibrary loan, acquisitions and information retrieval systems. Hardware changes are being made so that reference data bases can be accessible on OCLC terminals.

In New York, OCLC is under the aegis of the Director of Library Services of the SUNY Central Administration (the planning and co-ordinating office for the entire university) as part of an overall responsibility for planning the library resources of the university. For the first two years of OCLC in New York some funding was available but since 1976 when State funding was withdrawn, the system has been self-supporting through fees charged member libraries. OCLC continues to expand with additional libraries joining the system. With 1182 institutions and 1350 libraries linked to OCLC in 46 States through 22 networks, OCLC is the largest on-line computer network in the United States. As

a byproduct of OCLC, much management information data is available such as analysis of tapes for cooperative collection development.

In New York, other smaller, shared resource networks are in operation.

FAUL - Five Associated University Libraries (SUNY at Buffalo, SUNY at Binghamton, Syracuse University, University of Rochester and Cornel University). FAUL libraries take part in a variety of cooperative efforts. They are an OCLC affiliated network.

RLG - Research Library Group (Columbia University, Research Library of New York Public Library, Harvard and Yale). Among the cooperative efforts already underway is the establishment of on-line access to Library of Congress data bases.

The Union Catalog of METRO - now being developed will include the holdings of the three metro public library systems (New York Public Library, Brooklyn Public Library, Queens) and the Westchester Library system thus speeding location of items among these libraries.

3R's AND NYSILL PROGRAM

The 3R's program (reference and research library resources program) was begun in 1966. It is based on recommendations made in the 1967 Report of the Commissioner's Committee on Reference and Research Library Resources. The initial funding was secured following the first Governor's Conference on Libraries in 1965. The purpose is to meet the advanced library needs of research workers, the professions, college faculties and students, business, industry and others. The underlying principle was to build on existing strength, to meet needs through cooperative planning and services. The program has not reached its full potential since legislation is yet to be enacted to give the program a statutory base and assured income.

As conceived, the program had two levels--State and regional. The regional program has become the one most closely allied with the name "3R's." The major State level program begun as an outgrowth of the 3R's Report is NYSILL (separately described). Other State level aspects of the program include the initiation of computer applications to the New York State Library including the Union List of Serials, the addition of library development consultant services to academic libraries.

All of these State level aspects are now funded, "with a life of their own," as a part of the State Library or Library Development budgets. The regional program, the 3R's systems, is also funded on an annual basis as a part of the New York State Library budget. The 3R's systems, NYSILL and other State level programs should be understood as a whole, even though, in practice, "3R's" is associated almost exclusively with the regional program.

Since the beginning of the program, 9 regional reference and research library systems (or councils) have been organized. They cover the entire State. These are cooperative systems, or associations of libraries, created by vote of the participating libraries. 3R's systems are chartered under education law and are governed by Commissioner of Education regulations. 452 institutions are members of these systems. Membership includes college and university libraries, qualifying special libraries, and all 22 public library systems. A board of trustees elected by the membership and including some laypersons from the research community served by the system is its governing body.

In 1976-77, each of the nine reference and research councils received a flat grant of $92,000, far less than under proposed legislation. Additional funding comes from modest fees charged member libraries with each council having its own fee structure. Because of the limited funding, staffs are small and programs not fully implemented. Most staffs are limited to a director, perhaps another professional and a clerical staff of one to three persons. Committees composed of staff of member libraries have played active program roles.

Despite these staff and fiscal constraints, the 3R's systems have made major advances in fostering the development of regional resources across type of library and providing access to them. Their programs have included recognition of the need for:

1. delivery services
2. coordination of regional inerlibrary loan program
3. improved communication among libraries
4. regional cooperation in collection department
5. continuing education for staff to member libraries
6. bibliographic centers
7. production of union lists
8. microfilming and preservation programs
9. interface with State NYSILL
10. computer applications to library service network
11. reciprocal access

Increasingly the 3R's systems are being considered as a primary vehicle for regional library cooperation across type-of-library lines and on an inter-system basis. They are evolving into important structures for statewide networking and resource sharing.

RELATIONSHIP OF 3R's TO NYSILL

A study completed in 1976 examined regional interlibrary loan within five of the nine 3R's Councils and the relationship between regional interlibrary loan, the State Library and the Statewide NYSILL program. The five 3R's Council selected for study were Western New York, Rochester, Capital District, Southeastern and Long Island. Western New York and the Rochester Councils received special State support for their regional NYSILL programs. The other three had no

special State support and operated their regional interlibrary loan programs from their basic 3R's State grant.

As part of the study, regional profiles including demographic and economic data and inventories of library resources were made for all nine 3R's. Interlibrary loan activities of the five councils was then studied against this background. These five councils have been able to develop interlibrary loan systems that maximize regional resources. Western New York and Rochester have two major libraries each that fill most requests and undue effort is not spent searching many libraries for requests.

A high regional interlibrary loan activity reduces the number of requests that are referred to the more costly searching procedure of the NYSILL network. Because of the cost effectiveness of regional borrowing, the recommendation was made that regional boundaries for sharing of materials be expanded and that union lists of holdings be shared among the 3R's. It was also recommended that data be collected regularly on requests for interlibrary loan, requests filled, amount of time required to fill requests and the type and subject of requests not filled within the region. This would provide sufficient information to those responsible for planning and developing optimum interlibrary loan programs within the State that would be both cost effective and provide high level service to the user.

NEW YORK STATE INTERLIBRARY LOAN (NYSILL)

NYSILL is a State compensated interlibrary loan program which makes advanced level materials available to all types of users throughout the State. This resource sharing program, begun in March 1967, is operated by the State Library which functions as a supplier, switching center and monitor.

NYSILL utilizes the existing structure of systems in the State. Both the public library systems and the 3R's networks serve as transmission sites and are on-line with the NYSILL computer. When a request is received, local and regional resources are checked and if the book or periodical is not available, the request is sent to the State Library which searches for all requests in its own collections. If

If not located and if eligible for referral,[1] the request is routed to the appropriate referral library. Twelve libraries within the State are contracted for referral of requests. The area referral libraries with large general collections serve on a Statewide basis. They are Brooklyn Public Library, Buffalo and Erie County Public Library and The Rochester Public Library. Nine other libraries handle subject referrals, based on their areas of subject specialization. These are: the American Museum of Natural History Library, Columbia University Libraries, Cornell University Libraries, Engineering Societies Library, New York Academy of Medicine Library, the New York Public Library, New York University Libraries, Teachers College Library, Union Theological Seminary Library. An on-line computer system at the State Library keeps track of all requests and payments. NYSILL has had an interface with the Regional Medical Library Programs since 1973.

FUNDING

Contracting libraries are provided with teletype machines, a participation grant and reimbursement fees for searching and/or filling requests. Subject searches are #2.50 and area searches are $1.00. The reimbursement fee for requests filled was increased recently from $2.00 to $3.00. Funds to support the NYSILL program are from the State and for 1977-78 amount to $473,147.00 Over the years, the program has experienced a steady growth. The budget has not expanded accordingly. In 1971-72 and 1972-73, the budgets were held to the 1970-71 level. In 1971, a static budget made it necessary to impose restrictions on the number of referrals in the network and on the types of material referred. Only one referral per request was allowed and current, popular and less expensive materials became ineligible for referral. An experimental delivery system to expedite receipt of materials was tested in 1970-71, but could not be implemented due to lack of funds despite its desirability and success. Cooperative programs with the Center for Research Libraries and Regional Medical Library Program were also investigated.

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1. Some requests are coded ineligible for area or subject referral by the originating library, the transmitting library or the user or there may be an incomplete citation for the item requested. Time constraints may also preclude referral.

USE

The number of requests via the NYSILL network grew from 145,006 in 1970-71 to 175,816 in 1975-76, an increase of 18%. In 1976-77 there was a drop in NYSILL requests of 14.8%. It would appear to be due largely to the increasing utilization of regional resources in filling requests. The request via NYSILL were the difficult to locate research materials not available regionally. (Further analysis of this trend over time may be indicated.)

Of the users, one-third were members of the general public representing a diverse background and with wide-ranging information needs. Other user groups in order of the greatest volume of requests are undergraduates and graduate students, faculty, professionals, industrial researchers and residents of correctional institutions. Analysis has shown that the subjects with the highest fill rate for the referral libraries complements the subjects with the highest fill rate of the State Library, but neither matches the fields with the highest number of requests. With the automation of NYSILL it is possible to identify those subject areas not presently well-covered and to fill the gaps.

LIBRARY FUNCTIONS AT THE STATE LEVEL

State level library activities center in the State Education Department under the Board of Regents. Major forward steps in library development in the State, in practically every case, have had the support of the Education Department and Board of Regents and have been made possible by the cooperative action of the Department and other library interests working together.

Since there is a need for representation in planning, involving the library interests of State as a whole, the Regents have appointed an Advisory Council on Libraries. The Council meets regularly with department staff to advise on policies relating to library legislation, standards and the general administration of statewide library development programs and service to State government and the libraries of the State.

Broadly, the responsibility of the State, as defined by the American Library Association is as follows:

"States provide library service directly, promote service through other agencies, coordinate the various library resources, aid libraries financially, and require service through Standards and Regulations."

THE NEW YORK STATE LIBRARY

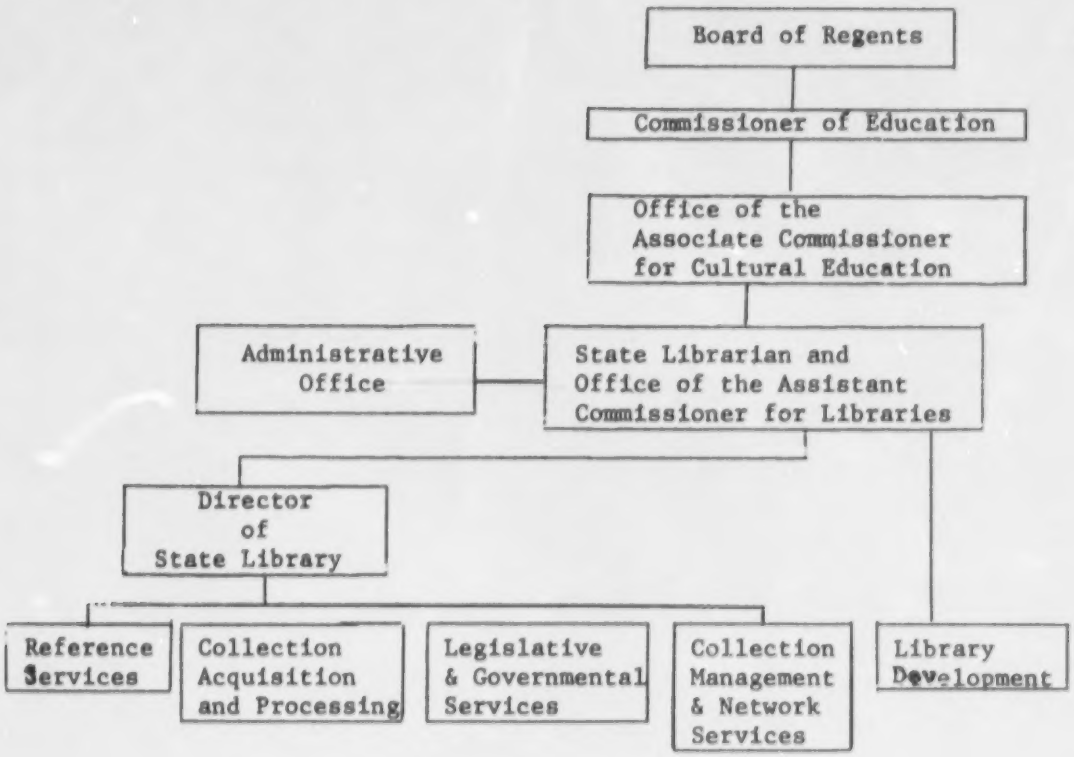
The New York State Library, a part of the State Education Department, was established in 1818. It is the largest State Library in the nation and the only one which meets the requirements of the prestigious Association of Research Libraries.

STRUCTURE

The State Library is one of two units reporting to the State Librarian and the Assistant Commissioner for Libraries. In the years just past, the State Library operated as a coordinated group of special libraries (put into practice with the move of the State Library to the State Education Building in 1911). In addition there was a centralized administration apparatus, a technical services unit and an interlibrary loan unit.

A new form of organization of the State Library is in process of implementation based on the recognition that the use of knowledge is increasingly interdisciplinary. Computer technology and the move to the Cultural Education Center make new service and operational patterns possible. The main features are: (1) it reorganizes technical services into type-of-material processing units, combining acquisitions and cataloging functions, (2) it establishes a collection management and network services unit and (3) it combines the Readers Services section into broad subject units, envisioning a professional staff which can be utilized more flexibly than in the past. An organization chart follows:

THE STATE LIBRARY


Board of Regents
Commissioner of Education
Office of the Associate Commissioner for Cultural Education
Administrative Office
State Librarian and Office of the Assistant Commissioner for Libraries
Director of State Library
Reference Services
Collection Acquisition and Processing
Legislative & Governmental Services
Collection Management & Network Services
Library Development

MISSION AND CONSTITUENCY

The New York State Library has a dual mission: (1) to serve State government and (2) to serve as a Statewide resource for the people of the State as a backstopping library. In addition, the Library serves the special media needs of eligible handicapped clients in upstate New York through its Library for the Blind and Visually Handicapped.

Interloan is the principal mode of access to the State Library's resources. In 1975-76, the Library received 175,816 interlibrary loan requests. All interloan access is through designated systems or networks. Direct borrowing is limited to State employees, lawyers and physicians.

It is estimated that 70% of on-site and telephone uses are for State government.

COLLECTIONS AND SERVICES

The State Library has a collection of 4.5 million books, pamphlets, maps, manuscripts, microforms, sound recordings, prints, broadsides, posters, and other informational materials. Its collections cover a wide range of subjects, with particular strength in the areas of history (American and New York State), law, medicine, education, social sciences and certain pure science and technology. There is special strength in government publications and technical reports. Until recently, there was a film collection in Library Development, purchased with L.S.C.A. funds, for loan to public library systems. This service was ended and the major share of the collection was transferred to the system. The State Library will have films as part of its collection in the Cultural Education Center.

The State Library provides reference services, direct loan (to a limited clientele as defined above), interlibrary loan, and micro and photo-reproduction. Cassette, braille and recorded books are available to the blind and eligible physically handicapped. Extended bibliographic and search services are provided to State government clients.

ACQUISITIONS

The library currently receives over 14,200 serials (not including those published by governmental agencies). In 1976-77, over 2/3rd of the acquisitions budget was spent on serials. Much of its current acquisitions are in microform; in 1974-75, 189,953 units of microform were acquired.

Total acquisitions expenditures have been:

1969-70	$450,400
1970-71	459,055
1971-72	546,000
1972-73	592,815
1973-74	717,180
1974-75	805,862
1975-76	891,019
1976-77	925,864

AUTOMATION

New York State Library took an early lead in the use of new technology. In the 1950's, the Library issued book catalogs for some subject areas of its collections. It was one of the first State libraries to undertake such a project. Since 1966, the Library has been involved in a number of significant automation projects. Operational computer systems have been developed by the State Education Department to control serials and documents acquisitions, to manage communications for the Statewide NYSILL network, and to control Library for the Blind circulation. The Library is a member of the SUNY/OCLC network, and current State Library catalog records are being received in machine readable format. In addition, the Library provides on-line access to computer data bases. The Library's use of a combination of microform and computer technology has enabled it to discontinue use of a card catalog and to prepare for an on-line collection management and location system in the Cultural Education Center. Computer programs at the New York Public Library are being used to edit and reformat machine readable records received as a by-product of the State Library's participation in O.C.L.C., in order to produce the State Library's new microfiche catalog. N.Y.P.L's. authority file system is now being used to replace the State Library's manual authority file.

THE CULTURAL EDUCATION CENTER

In 1978, the State Library will move to new quarters in the Cultural Education Center in the Empire State Plaza, a building shared with the New York State Museum. The new building will provide the Library with 270,000 square feet of floor space. This dramatic new architectural setting for the Library opens opportunities for change in operations and delivery of services. In the new facility most reader services will be rendered at one central point, in contrast to the present five subject reading rooms. Bibliographic access will be through a combination of computer and microform facilities, rather than by card catalog. The Library's new computerized bibliographic access system will not only identify all volumes, it will also keep track of materials from time of order through acquisition, processing, storage and use. The open shelf collection will contain nearly 500,000 volumes, as con-

trasted with about 80,000 volumes on open shelves in the present facility. Special facilities will be available for assignment to State agency users.

STAFF

There has been a decline in number of staff at the State Library.

State Library

	8/73	10/77
Number of authorized positions	203	183

The percentage of decrease in the four-year period is 9%. Of the 1977 figure of 183 authorized positions, 29 are vacant or 16%. Of these vacancies recruiting is active for only a small number because of budgetary restrictions. Of the 183 authorized positions, twelve are financed from federal LSCA funds, 7%.

NETWORK RELATIONSHIPS

One of the most significant developments since the Governor's Conference of 1965 has been the growing importance of the State Library in the Statewide interlibrary loan program. The State Library is linked to all the public library systems and 3R's systems in the State. It is the hub for the New York State Interlibrary Loan Network, (NYSILL). The Library acts as a middle level resource and as a switching center for further referral of requests to the twelve contractual research libraries. Over 175,000 interloan requests are received annually by the State Library.

In addition, the Library is a member of the following consortia and networks: State University of New York/Ohio College Library Center; Bibliographic Retrieval Services, a commercial firm replacing SUNY/BCN; the Regional Medical Library program; the Association of Research Libraries; the Council of Computerized Library Networks and is an affiliate member of NELINET (New England Library Network).

SERVICE TO STATE GOVERNMENT

State government has always been regarded as a major constituency of the Library. Since 1970, as a result of a special appropriation, the State Library has been providing expanded services to the Legislature and its staff, preparation of in-depth bibliographies, an annotated current accession list, and other materials of interest to the Legislature, and delivery and pick-up service to legislative offices.

The New York State Library is the major information resource within state government, drawing not only on its own rich resources, but providing access to a network of other resources. To strengthen services to the State Legislature, a Legislative Services Advisory group has been organized by the New York State Library. The group meets above five times a year to advise the State Library on special services for the Legislature. The group is composed of persons designated by the majority and minority leaders in each house; the head of the Legislative Library; and, from the Education Department--the Assistant Commissioner for Libraries, the Director of the State Library and the Coordinator of Legislative Services of the State Library.

APPROPRIATIONS-STATE LIBRARY AND LIBRARY DEVELOPMENT

Total appropriations from State funds over a five year period are given below. These sums are for the combined purposes of the office of the State Librarian and Assistant Commissioner for Libraries; the State Library and Library Development. (Excluded are local assistance funds for grants-in-aid to public library systems.)

Fiscal Year	Appropriations for State Library & Library Development
1973-74	$3,764,527
1974-75	4,290,000
1975-76	4,251,000
1976-77	3,846,000*

* As of 12/77

LIBRARY DEVELOPMENT

STRUCTURE

Library Development is the extension arm of the New York State Library, concerned with library progress throughout the State. It consists of two bureaus, the Bureau of Regional Library Services, and the Bureau of Specialist Library Services. The Bureau chiefs are directly responsible to the Assistant Commissioner for Libraries. They work closely with the Director of the New York State Library.

MISSION

The mission of Library Development is to plan, guide, stimulate and support library service in New York State, so as to insure access to to quality library resources and programs for all of the people of the State. Planning, one of the chief functions, embraces a concern for the adequacy of public, academic,[1] special,[2] and institutional[3] libraries and fortheir coordination through library systems and networks. (The Bureau of School Libraries is in another arm of the New York State Education Department, that arm which is responsible for elementary and secondary education.) The involvement of school libraries in cooperative library programs and in regional library networks is promoted in concert with the Bureau of School Libraries.

The consultant staff of Library Development have both an advisory and supervisory role. They assist librarians, trustees, governmental and educational officials, citizen groups, prison and hospital administrators, etc. They provide professional guidance in such areas as library administration, library finance, personnel development, resource sharing--including non-print media, library technology, library programs, services to the blind and physically handicapped, services to inmates of correctional institutions, etc. Such assistance is directed primarily to the system or regional level, but is not so limited.

Staff are responsible for assisting the Education Department in the formulation of State laws and regulations[4], for the development of library standards, for the evaluation of library programs and for super-

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1. Libraries in post-secondary institutions
2. Business, industrial, health science, historical, law, etc.
3. Libraries in correctional, mental health and other institutions
4. The Bureau of School Libraries deals with regulations affecting school libraries.

vision for compliance with existing library statutes and regulations. The chartering and registration of public libraries and library systems is handled by Library Development, as is a certification program for professional Librarians.[5]

A major responsibility of Library Development is that of administering State and federal grants-in-aid programs. The State Aid program includes program review and evaluation to insure minimum standards are met by public library systems, central libraries and local libraries. Contractual budgetary aid is also administered for the 3R's system and contractual grants to the resource libraries of the New York State Interlibrary Loan Network (NYSILL). The principal federal grant program to libraries is the Federal Library Services and Construction Act. The LSCA plan, program and budget are developed by this office. Applications are received and grants awarded, reports prepared, projects monitored, etc.

There is a publication and data collecting program in support of Statewide library development. Publications include The Bookmark; annual statistics of public libraries, institutional libraries and library systems; and library directories.

STAFF

There has been a marked drop in staff in Library Development, both in number of authorized positions and in number of filled (versus vacant) positions.

Library Development	8/73	10/77
No. of authorized positions	58	28

The percentage of decrease in the four-year period is 52%. Not only was there a decrease in the number of positions, there were three other negative factors affecting the staffing of Library Development:

1. In 1976, the Division level of the unit was lost. The position of Division Director was eliminated.
2. Of the authorized positions, five are vacant.
3. About 2/3rds of the authorized positions are financed from federal funds (18 out of 28).

5. Certification for School Media Specialist is handled by the Division of Teacher Education Certification.

THE BUREAU OF SCHOOL LIBRARIES

STRUCTURE AND RELATIONSHIPS

The Bureau of School Libraries is part of the Division of Humanities and Arts Education. It is within the Office of Elementary, Secondary and Continuing Education branch of the State Education Department. The Division of Humanities and Arts Education is under the Assistant Commissioner, Cffice of General Education and Curricular Services.

The Bureau of School Libraries is located in a different arm of the State Education Department than the New York State Library and Library Development. Liaison between the two library related units in the Education Department is maintained in a variety of ways, including the position of a school/public library consultant in Library Development, who works with both units.

Regents
|
President of the University and Commissioner of Education
|
Executive Deputy Commissioner
|
Deputy Commissioner - Office of Elementary, Secondary and Continuing Education
|
Associate Commissioner - Office of Instructional Services
|
Assistant Commissioner - Office of General Education and Curricular Services
|
Director, Division of Humanities and Arts Education
|
Chief, Bureau of School Libraries

MISSION

The mission of the Bureau of School Libraries is a dual one:

(1) to provide leadership and expertise to the elementary and secondary schools of the State in developing school library media programs of high quality.

(2) to plan, administer, monitor and evaluate a coordinated program under the Federal Elementary and Secondary Act, Title IVB. Staff members work closely with eligible school districts to develop Title IVB projects which will improve local educational programs.

For both functions, the Bureau of School Libraries provides consultant service through office conferences, correspondence and telephone, as well as visits to school districts, BOCES, and other educational agencies. Liaison is maintained with the New York Library Association School Library Media Section and other regional, State and national associations. Requests for information and assistance are received from librarians, administrators, parents, higher education personnel, Department personnel, among others. The Bureau strives for improvement in Commissioner's Regulations relating to school libraries and the certification of school library media specialists. It works for the development of appropriate standards and legislation.

News and Notes is published by the Bureau, usually at least twice a year. Other occasional publications are issued by the Bureau.

Two functions allied to the Bureau's mission are located elsewhere in the Department. The Bureau of School Libraries does not collect, compile or issue annual statistics on school library service. Statistics on schools are centralized in the Education Department as a part of a Basic Educational Data System service. The Bureau of School Libraries does not handle the certification of school library media specialists nor approve graduate preparatory programs. These functions are performed by the Division of Teacher Certification. Certification of school library media specialists is administered by the Division of Teacher Certification.

STAFF

The Bureau of School Libraries was established during 1965-66 as a result of the availability of funding under ESEA Title II. Prior to that there had been two Supervisors of School Libraries attached to the Bureau of English Education. In 1965-66 the two Supervisor positions were upgraded to Chief and Associate. Five professional positions and five clerical positions were established. Of these ten, nine were filled. In 1971, two additional professional positions were transferred to the Bureau of School Libraries when the Bureau assumed responsibility for the administration of Title III of the National Defense Education Act. Except for brief periods of time, these positions have been filled.

A summary of a decade of growth in the staff of school library services is as follows:

	1964-65	10/1977
No. of authorized staff	2	14
No. of above positions federally financed	0	12
No. of above positions vacant	0	0

STATE AGENCY LIBRARIES

Although the New York State Library is by far the major source of information to State government, some State agency libraries exist, of a specialized nature for a limited clientele. In 1974-5, data was collected on these State agency libraries,[1] part of a study conducted under a grant from the Council on Library Resources. The purpose of the study was to assess the information needs of State agencies and the resources available to meet those needs. An Albany area directory was published by the New York State Library in 1975, Information Resources of Selected New York State Agencies.

There are 23 State agency libraries, established to meet a need for convenient, responsible, timely on-site service. None of these libraries is large enough to stand alone. Most are weak and inadequately supported. All must draw upon the resources of the State Library. The four largest libraries, (Health, Law, Commerce and Mental Hygiene), are among the heaviest State Library users. The challenge is to develop an effective mechanism for State Library and State Agency libraries cooperation for an improved system of State agency information services.

A profile of the 23 agency libraries follows:

Total expenditures for library acquisitions by 16 of the libraries in 1974--$130,228. The high was $45,000 (Transportation Department) to a low of $1,000. Eleven of the libraries spent less than $5,000 for new materials.

There is a total of 17 full-time professional staff. Eleven of these professionals are in the four largest libraries (Health, Law, Commerce and Mental Hygiene). Nine libraries do not have professional librarians.

Most of the agencies, except for five or six, had fairly restricted amounts of space. The Health Library seats the largest with 100 seats.

Total all resources in all libraries--$279,448.

1. They are currently being surveyed as part of the National Center for Educational Statistics Survey on Special Libraries serving State Government.

The type of information needed most frequently is legal and regulatory, and information relating to counterpart agencies in other jurisdictions.

Types of material most common are reference, government publications, laws and regulations, and technical publications.

According to the study, there is substantial interest in having the State Library prepare and distribute information about new materials received and provide training in the use of its resources. Improved access to New York State publications was a need expressed by over half of the agencies.

LEGISLATIVE LIBRARY

A library of record for the New York State Legislature is located in the State Capitol. It is a well equipped law library, with records going back to colonial times. The library has:

Three units with a total staff of 17. Eight of these staff are in Legislative Library per se. The other nine are assigned to the Senate research unit or the Assembly research unit.

A total budget of approximately $400,000 annually.

A collection of about 100,000 volumes.

Subscriptions to 60 major newspapers.

The extensive collection contains general reference works, law journals and treatises, department and agency reports, legislation, etc.

The Library serves the State Assemblymen and Senators and their staff; legislative committees, legislative commissions, staff and interns.

The Legislative Library draws upon the resources and services of the New York State Library, for materials not in its own collection.

LIBRARY EDUCATION

There are in New York, eight graduate schools of Library and Information Science, three in the SUNY system (Albany, Buffalo and Geneseo), one in CUNY (Queens) and four in independent colleges and universities (Columbia University, C.W. Post, Syracuse University, Pratt Institute and St. Johns University). Each offers a Master's degree program which is the professional entry level degree, and each of the master's programs have been accredited by the American Library Association.

In recent years the knowledge base for the profession has expanded rapidly to include new formats of information (video, cable TV, bibliographic data bases) new methods of information control (mini computers, multi-level automated systems) new management skills (in personnel, budgeting, measurement of services) new legislation (copyrights, privacy) plus recent additions to existing reference resources and new modes of performing existing tasks.

For the professional whose degree was completed three or more years ago, an update in those areas relevant to his or her current responsibilities is an important aspect of professional development. In response to this need, the Schools of Library and Information Science have invited librarians to take courses which would provide update information. Sixth year programs developed by several schools, build upon the Master's degree and emphasize the new information and its relation to the more traditional skills and understandings. Columbia and Syracuse offer doctoral programs for those planning to do research, teach at the graduate level or assume advanced administrative positions.

In addition, each of the Schools offer workshops, seminars and institutes directed toward specific interests and concerns such as legal and administrative barriers to access to information, budgeting and accountability, service to the handicapped or new directions in school library media centers. These are in response to stated needs of the profession and may be conducted by library school faculty, experienced professionals, or both.

Library educators are cognizant of the need for continuing professional education and their role in meeting that need. To be most

effective, the programs for continuing education benefit from the expertise of both library educators and practicing professionals. Both must participate in planning if practicing professionals are to acquire the skills and understandings most necessary to the librarian in today's rapidly changing information environment.

APPENDIX I A

MAP OF PUBLIC LIBRARY SYSTEMS IN NEW YORK STATE

Location of Public Library Systems

in

NEW YORK STATE

APPENDIX I B

MAP OF REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS
IN NEW YORK STATE

Location of

Reference and Research Library Resources Systems

in

NEW YORK STATE

APPENDIX II A

PUBLIC LIBRARY STATISTICS
COMPARATIVE SUMMARY

	1957	1971	1975	1976	% Increase or Decrease 1957-76	1971-76	1975-76
Population of New York State	14,830,192	18,243,548	18,349,705	18,350,779	+23.8	+ .6	+ .1
Population Served by Systems and Nonsystem Libraries	13,530,985	18,213,475	18,263,749	18,350,779	+35.7	+ .8	+ .5
Percent of Population Served by Systems and Nonsystem Libraries	91%	99.8%	99.5%	100%	-	-	-
Number of Systems	8	22	22	22	+175	0	0
Number of Libraries in Systems	89	688	706	706			
Number of Nonsystem Libraries	554	15	6	7	-98.7	-53.3	+16.7
Counties Wholly Served by Systems	13	59	59	62	+376.9	+ 5.1	+ 5.1
Counties Partially Served by Systems	0	3	3	0	0	-100	-100
Counties Unserved by System	49	0	0	0	-100	0	0
General Statistics							
Total Holdings	44,511,491	57,839,008	70,423,355	71,445,957	+190.3	+23.5	+ 1.5
Total Circulation	59,731,462	82,649,151	86,637,535	82,367,366	+ 37.9	- .6	- 4.9
Financial Report Receipts							
Local Public Funds	$23,718,186	$87,414,217	$122,355,087	$123,671,791	+421.4	+41.5	+ 1.1
Local Public Funds Per Capita	$1.75	$4.80	$6.70	$6.74	-	-	-
State Aid	$ 2,202,174[E]	$20,527,253	$25,642,933[E]	$26,041,645[E]	+1041.1	+26.9	+ 1.6

Disbursements							
Salaries Plus Employee Benefits	$21,445,155	$85,967,299	$117,015,064	$120,524,391	+462.0	+40.2	+ 3
Percent for Salaries Plus Benefits	66%	65%	65%	66%	-	-	-
Library Materials	$ 4,869,241	$18,572,092	$ 27,400,947	$ 27,146,553	+457.5	+46.2	- .9
Percent for Library Materials	15%	14%	15%	15%	-	-	-
Library Materials Per Capita	$.36	$1.02	$1.50	$1.48	-	-	-
Other Operating	$ 3,308,627	$25,791,938	$ 28,576,238	$ 30,240,918	+814	+17.3	+5.9
Adjusted Total Operating	$29,623,023	$126,551,590[h]	$169,728,038[h]	$176,400,208[h]	+495.5	+39.4	+3.9
Adjusted Total Operating Per Capita	$2.19	$6.95[h]	$8.29[h]	$9.61[h]	-	-	-
Capital	$ 2,794,533	$12,947,586	$ 10,166,200	$ 7,181,264	+157	-44.5	-29.4
Adjusted Total Operating Plus Capital	$32,417,556	$139,234,667[h]	$179,163,789[h]	$183,581,472[h]	-466.3	+31.9	- 2.5
Adjusted Total Operating Plus Capital Per Capita	$2.40	$7.64[h]	$9.81[h]	$10.00[h]	-	-	-

[f]Expenditures under Education Law 271, 272, and 273, excluding administrative costs.

[h]Adjusted Disbursements exclude Cash Grants to member libraries from the system Total Disbursements. They also exclude Receipts for Contracts With Other Libraries from system and member Library Total Operating Disbursements.

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APPENDIX II-B

PER CAPITA COMPARISON OF LOCAL EXPENDITURES
TO SYSTEM STATE AID 1971, 1976

System	Population	Local Funds		State Aid	
		1971	1976	1971	1976
Nassau	1,428,838	9.53	14.09	.77	1.00
Westchester	894,406	8.37	11.01	.76	1.04
Suffolk	1,202,447	6.56	10.45	.77	1.02
Buffalo & Erie County	1,113,491	5.58	6.94	.80	1.15
Queens	1,987,174	5.57	7.59	.76	1.09
New York Public	3,306,377	4.71	6.00	2.32	2.14
Brooklyn	2,602,012	4.24	4.71	.76	1.05
Pioneer	965,225	3.80	6.08	.93	1.26
Ramapo Catskill	537,052	3.52	6.73	.96	1.32
Four County	369,463	3.48	4.90	1.19	1.61
Nioga	331,802	3.12	5.17	1.00	1.39
Mohawk Valley	294,348	2.81	5.52	1.07	1.61
Onondaga	481,268	2.61	5.32	.80	1.18
Mid-York	403,534	2.43	2.29*	1.03	1.44
Chautauqua Cattaraugus	228,971	2.41	3.84	1.07	1.60
Upper Hudson	439,252	2.40	4.33	.65	1.25
Chemung-Southern Tier	284,353	1.94	3.50	1.41	1.96
North Country	325,040	1.87	3.23	1.30	1.89
Clinton-Essex-Franklin	151,496	1.80	2.91	1.66	2.31
Finger Lakes	282,615	1.61	2.51	1.15	1.76
Mid-Hudson	493,010	1.59	2.65	.89	1.49
Southern Adirondack	228,605	1.46	2.43	1.36	2.02

*Drop in per capita due to departure of Utica Public Library from system since 1971.

APPENDIX II-C

ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT IN NEW YORK STATE

Enrollment	1965–66	1970–71	1976–77	1977–78	1980–81	1985–86
Total						
K-6	2,368,458	2,402,858	2,011,328	1,922,691[a]	1,714,005[a]	1,612,741[a]
7-12	1,692,116	1,874,240	1,902,113	1,874,753[a]	1,714,562[a]	1,423,585[a]
K-12	4,060,574	4,277,098	3,913,441	3,797,444[a]	3,428,567[a]	3,036,326[a]
Public						
K-6	1,828,458	1,939,976	1,666,038	1,584,562[a]	1,397,089[a]	1,329,210[a]
7-12	1,348,116	1,549,269	1,641,193	1,622,986[a]	1,492,652[a]	1,227,425[a]
K-12	3,176,574	3,489,245	3,307,231	3,207,548[a]	2,889,741[a]	2,556,635[a]
Nonpublic						
K-6	540,000[a]	462,882[a]	345,290	338,129[a]	316,916[a]	283,531[a]
7-12	344,000[a]	324,971[a]	260,920	251,767[a]	221,910[a]	196,160[a]
K-12	884,000[a]	787,853[a]	606,210	589,896[a]	538,826[a]	479,691[a]
Nonpublic Enrollment as a Percent of Total	21.8%	18.4%	15.5%	15.5%	15.7%	15.8%

[a] Estimated.

Enrollment in elementary and secondary schools increased annually during the 1960's. However, beginning in 1970, enrollment began to decline. This declining trend, due mainly to reductions in the birth rate in recent years, is expected to continue until the late 1980's. Enrollment should begin to increase again by the 1989–90 school year, based on population projections by the New York State Economic Development Board.

Nonpublic school enrollment is expected to decline at approximately the same rate as public school enrollment. Between 1976–77 and 1985–86, nonpublic school enrollment is expected to have declined by 21 percent, while public school enrollment should decrease by 23 percent.

It should be noted that the public school enrollment figures reported above do not include students in special classes for handicapped children operated by Boards of Cooperative Educational Services (BOCES). The number of full-time students in BOCES classes has increased from 17,058 in 1970–71 to 21,320 in 1976–77.

APPENDIX II D

TOTAL EXPENDITURES AND STATE AID
FOR FLEMENTARY AND SECONDARY PUBLIC SCHOOLS
NEW YORK STATE

School Year	Total Expenditures	State Aid	Aid as Percent of Expenditures
1977-78	$8,228,888,000[a]	$3,165,100,000[a]	38.5%
1976-77	7,926,095,000[a]	3,094,000,000[a]	39.0
1975-76	7,621,187,856	3,070,886,901	40.3
1974-75	7,394,850,184	2,930,783,193	39.6
1973-74	6,672,112,631	2,559,873,108	38.4
1972-73	5,966,901,670	2,445,564,828	41.0
1971-72	5,568,988,987	2,378,983,221	42.7
1970-71	5,252,009,222	2,333,368,055	44.4
1965-66	2,798,323,318	1,266,983,119	45.3

[a] Estimated

APPENDIX II-E

FULL-TIME DEGREE-CREDIT ENROLLMENT IN PUBLIC AND NONPUBLIC COLLEGES AND UNIVERSITIES NEW YORK STATE (EXCLUSIVE OF SUMMER REGISTRATION)

Kind of Institution	Year						
	1965–66	1970–71	1975–76	1976–77	1977–78[a]	1980–81[b]	1985–86[b]
Public							
Four-year or more	104,741	173,245	219,367	210,642[c]	205,075	204,840	192,259
Two-year	48,773	106,264	148,651	136,809	140,675	139,238	123,909
Total	153,514	279,509	368,018	347,451	345,750	344,078	316,168
Independent							
Four-year or more	180,490	212,573	226,070	231,920	229,761	239,472	225,069
Two-year	5,802	6,401	7,415	8,918	8,919	8,298	7,258
Total	186,292	218,974	233,485	240,838	238,680	247,770	232,327
Proprietary							
Total	N.A.	N.A.	11,543	13,799	14,998	13,076	11,479
All Students	339,806	498,483	613,046	602,088	599,428	604,924	559,974

[a] Estimated.

[b] Projected.

[c] Includes Staten Island Community College and Fashion Institute of Technology, reclassified in 1976–77 from 2-year to 4-year institutions.

Full-time enrollments in colleges and universities reached a peak of 613,000 in 1975–76 and declined for the first time in 1976–77, due primarily to the enrollment decline experienced by The City University of New York. Full-time enrollments are expected to remain relatively stable through the remainder of the decade. Through the 1980's full-time enrollments will reflect a decline following the pattern now being experienced in elementary and secondary schools.

APPENDIX II-F

TOTAL FEDERAL AID FOR EDUCATION
NEW YORK STATE

Federal Fiscal Year	Total Federal Aid (Millions)
1978	$602[a]
1977	498
1976	475
1975	448
1974	431
1973	427
1972	415
1971	405
1970	353
1965	103
1960	62

[a]Estimated

APPENDIX II-G

MAJOR COMPONENTS OF TOTAL FEDERAL AID - FISCAL 1978
ADMINISTERED BY THE STATE EDUCATION DEPARTMENT

Components	Amount[a] (Millions)
Elementary and Secondary Education Act:	
Title I	$227
Titles IV B and IV C	24
Total	251
School Lunch, School Milk, and Child Nutrition Act	160
Vocational Education Act	40
Vocational Rehabilitation Act	40
Aid to Impacted Areas	30
Comprehensive Employment Training Act & Adult Education Act	9
Other Federal Acts[b]	72

[a]Estimated

[b]Includes: Library Services and Construction Act, Higher Education Act, Summer Feeding Program, Education for the Handicapped Act and Welfare Education Act.

APPENDICES II-C,D,E,F,G are from: Education Statistics-New York State. Albany: The University of the State of New York, The State Education Department, Information Center on Education, January 1978

APPENDIX III-A

FEDERAL LEGISLATION PROVIDING FUNDING
FOR LIBRARIES IN NEW YORK STATE

Appalachian Regional Development Act of 1965

Its objective is to stimulate substantial public investments in public facilities that will start the region on its way toward accelerated social and economic development. In 1975, $300,000 was awarded to New York for library construction.

Comprehensive Employment and Training Act of 1973, as amended (CETA)

Provides job training and employment opportunities to the unemployed, underemployed and disadvantaged. Funds are allocated to areas of high unemployment and are to be spent on jobs which provide public services. Under related legislation New York City libraries in fiscal 1976 received $1,302,438.

Elementary and Secondary Education Act (ESEA)

Title IV-B provides federal assistance to States and certain other areas and agencies for the acquisition of print and non-print materials, instructional equipment and guidance services for use by elementary and secondary schools. (See p.24-26 for discussion.)

Higher Education Act of 1965 (HEA)

Title II-A is intended to improve library resources in academic institutions. In FY1976, $752,100 was received by 193 institutions in the State including the Research Libraries of the New York Public Library and seven of the nine 3R's. Basic grants for the purchase of books, periodicals, documents, audiovisual materials, etc. ranged from $900-3930.

Title II-B provides federal assistance to institutions involved in library education. Three New York State institutions received grants for fellowships (79,200) and institutes (13,500). SUNY Central received $42,415 for the study of OCLC archival tapes.

Law Enforcement Assistance Administration (LEAA)

Was created by the Omnibus Crime Control and Safe Street Acts of 1968. LEAA has granted funds to prison libraries.

Library Services and Construction Act (LSCA)

Assists the States in the extension and improvement of public library services in areas of the States which are without such services or in which such services are inadequate, and with public library construction, and in the improvement of such other State library services as library services for physically handicapped, institutionalized, and disadvantaged persons in strengthening State library administration agencies, and in promoting interlibrary cooperation among all types of libraries. (See p. 46-49)

National Foundation on the Arts and Humanities Act of 1965

Promotes research, education and public activity in the humanities. (Libraries have received grants when their projects or activities are related to humanistic fields.)

Public Works Employment Act of 1976

Title I, Local Public Works Capital Development and Investment Program provides federal financial assistance for the construction of local public works projects. The purpose of the legislation is to alleviate unemployment and at the same time, construct useful public facilities. Libraries have been recognized as eligible applicants and some funds have been awarded in New York, most notably for the new building for the Schomburg Collection.

State & Local Fiscal Assistance Act (Revenue Sharing)

Enacted in 1972 provides non-categorical federal funds to State and local government to be spent in support of local priorities. Public libraries qualify but have been allocated less than 1% of these funds.

APPENDIX III B

N.Y.S. STATUTES AUTHORIZING STATE AID TO
PUBLIC LIBRARIES AND PUBLIC LIBRARY SYSTEMS
(1950 to DATE) 11/28/77

YEAR	CHAPTER NO. OF STATUTE	INITIAL[1] APPROPRIATION	FOR
1950	273	$1,000,000	Permitted formation of county public library systems (consolidated and federated).
1958	933	$ 700,000	Permitted formation of cooperative public library systems.
1960	419	$1,600,000	Increased State aid and added factors for partial county service and book reimbursal.
1966	845	$2,800,000	Increased State aid to public library systems over previous appropriations of $10,500,000 bringing total to $13,300,000. Added central library development.
1973	747	$1,550,000	Increased State aid to public library systems and provided for local sponsor incentive aid effective July 1, 1974.
1976	549	$4,000,000	Increased State aid to public library systems, and Local Sponsor Incentive Aid.
1977	476	$ 100,000	Provided State aid for library service on four Indian reservations.

1. Increase that was estimated at time of enactment as needed to cover changes in the then current statute. For total state aid for each year, see attached chart.

APPENDIX III C

STATE AID TO N.Y.S. PUBLIC LIBRARIES AND

PUBLIC LIBRARY SYSTEMS (1957 ro DATE) 11/28/77

Year	Amount of State Aid[1]	Year	Amount of State Aid[1]
1957	$ 2,282,174[2]	1968	$14,456,385
1958	2,577,643	1969	13,679,106[3]
1959	3,426,222	1970	14,865,631
1960	6,473,314	1971	20,527,253
1961	8,508,893	1972	18,275,507
1962	9,052,307	1973	22,091,790
1963	9,418,298	1974	24,764,758
1964	9,866,197	1975	25,642,933
1965	10,140,330	1976	26,041,645
1966	13,472,712	1977	33,000,000[5]
1967	14,042,747	1978	29,000,000[5]

NOTES

1. Expenditures under Education Law 271, 272, and 273, excluding administrative costs, plus nonstatutory aid to the Research Libraries of the New York Public Library.

2. 1957 is used as the base year since this is the year preceding the 1958 State aid law which authorized the establishment of cooperative library systems.

3. All State aid was reduced by 5% in the 1969-70 State budget for local assistance programs.

4. In 1971 the Research Libraries of the New York Public Library received a grant of $2.3 million from the Council on the Arts for 1970 and $2.3 million for 1971 from the New York State Education Department's Local Assistance Budget.

5. Figures for 1977 and 1978 have been estimated. Chapter 549, Laws of 1976 increased State aid annually by $4 million. However, the 1976 aid was not paid until 1977 resulting in a one-year increase of $8 million.

APPENDIX III-D

CHRONOLOGY OF MAJOR NEW YORK STATE
LIBRARY LEGISLATION (1973-1977) 11/28/77

(Regent and NYLA Bills with Others if Enacted)

Year (1973-74 Bill Cycle)	Bill No.	Subject	Action
1973	S1420/A1236	Regents bill to increase State aid to public library systems, to make 3R's program statutory, and create a cooperative institutional library system. (12,761,000)	Did not pass in 1973. Died in Committee in 1974.
1973	S638/A683	NYLA bill to increase State aid to public library systems. ($14,819,300)	Compromise bill S6436 became Chapter 747, Laws of 1973 ($1,550,000)
1973	S2393/A1688	NYLA bill to provide statutory funding of 3R's program same as Regents. ($4,400,000)	Did not pass in 1973. Died in Committee 1974.
1973	S2723/A2981	NYLA bill for cooperative institutional library system. ($300,000)	Did not pass in 1973 Died in Committee 1974.
1973	S1551/A2427	NYLA bill to provide State aid for library construction. ($5,000,000)	Did not pass in 1973. Died in Committee in 1974.
1973	S1878	State aid for the Schomburg Collection. Sponsored by Sen. Von Luther. ($1,000,000 plus $25,000,000 for construction)	S1878B became Chapter 760, Laws of 1973 ($250,000)
1973	S3609/A5433	NYLA bill would permit but not mandate levy of taxes to provide library resources for school libraries in districts operating under a contingency budget.	Veto Veto memo #105
1974	S7662/A9019	Repeat of 1973 bill S3609/A5433	Died at end of bill cycle
1974	S7581/A9274	Regents bill (NYLA supported) Reference and Research Resources Program ($4,527,072)	Passed Senate; recalled from Assembly; died in Committee.
1974	S7616/A9277	Regents bill (NYLA supported) to improve library service to the blind and physically handicapped. ($2,129,000)	Died in Committee

Year (1973-74 Bill Cycle)	Bill No.	Subject	Action
1974	S7615/A8867	Regents bill (NYLA supported) Institutional library service. ($750,000)	Died in Committee.
1974	S7897/A9286	NYLA bill to increase State aid to public library systems. ($4,882,289)	Died in Senate on 3rd Reading.
1974	S7187/A9424	NYLA bill to provide State aid for library construction. ($3,450,000)	Died in Committee.
1974	S9929	State aid for Schomburg Collection. Sponsored by Sen. Von Luther. ($300,000)	S9929A became Chap. 586, Laws of 1974. ($250,000)
(1975-76 Bill Cycle)			
1975	S1751/A2426	Regent's bill to increase State aid to public library systems. ($5,665,800)	Did not pass in 1975. Died in Committee 1975.
1975	S2269/A3102	Regents' bill (NYLA supported) to improve library service to the blind and physically handicapped. ($2,129,000)	Did not pass in 1975. Died in Committee 1976.
1975	S2549/A2421	Regents' bill (NYLA supported) Institutional library service. ($750,000)	Did not pass in 1975. Died in Committee 1976.
1975	S6171/A7754	Regents' bill (NYLA supported) Indian library service. ($151,000)	Did not pass in 1975. Died in Committee 1976.
1975	S3587/A4595	NYLA bill to increase State aid to public library systems. ($7,778,900)	Did not pass in 1975. Amended in 1976.
1975	S3884/A5124	NYLA bill for statutory funding of 3R's program. ($5,400,000)	Did not pass in 1975. Died in Committee 1976.
1975	S3885/A5123	NYLA bill to define the Reference and Research Library program in law.	Did not pass in 1975. Died in Committee 1976.
1975	S 518/A2502	Repeat of S7662/A5433 bill.	Did not pass in 1975. Died in 1976.

Year (1975-76 Bill Cycle)	Bill No.	Subject	Action
1975	S4467/A7713/ A8473	Mandates a school library in each elementary and secondary school and employment of certified SLMS's.	Did not pass in 1975. Died in 1976
1976	S8212/A9873	Regents' omnibus bill to increase State aid to public library systems, and local sponsor incentive aid, to improve library service to the blind and physically handicapped, institutional library service, State aid for the Reference and Research Resources Program. ($9,970,000)	Died in Committee.
1976	S3587D	NYLA bill to increase State aid to public library systems. ($4,000,000)	S3587D became Chapter 549, Laws of 1976.
1976	A9614	Regents' bill (NYLA supported) gives local school board decision making power over expenditures under a contingency budget.	Died in 1976.
(1977-78 Bill Cycle)			
1977	S5814/A7672	Regents' bill for State aided program of regional intersystem library cooperation. ($9,240,000)	Did not pass in 1977.
1977	S3045/A8304	Regents' bill (NYLA supported) Indian library service. ($175,000)	S3045A became Chap. 476, Laws of 1977 ($100,000).
1977	S353/A537	NYLA supported. Repeat of S4467/A7713/A8473.	Did not pass in 1977.
1977	S2165/A6381	Repeat of A9614	Did not pass in 1977.
1977	S6322	Sale of surplus books by public library or branch.	Vetoed-Memo #135

NYLA did not have bills introduced in 1977. It supported bills introduced by others and fought for budget restorations.

APPENDIX IV-A

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SOME PEOPLE SAY. . .

STATEMENTS FOR DISCUSSION AND STUDY; A DISCUSSION GUIDE TO BE USED WITH LIBRARY SERVICE NOW, A BACKGROUND PAPER PREPARED FOR THE GOVERNOR'S COMMISSION ON LIBRARIES.

By
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Foreword

We have prepared a background paper "Library Service Now..." for the Governor's Commission on Libraries. While we were working on this descriptive paper, we thought it might be useful to delegates to the Governor's Conference on Libraries and others, if we prepared some separate statements for study and discussion, statements reflecting problems, issues and needs.

This pamphlet, a discussion tool, is the result. We hope it will help foster the dialogue necessary for sound library planning and for progress. These statements of challenge have been phrased positively, suggesting a course of action, in order to promote discussion. The statements are organized to follow the sequence of the chapter headings in "Library Service Now..."

It seems best to underscore two points.

(1) The statements are not and could not be inclusive. It is not a comprehensive list of everything "people say." We believe the statements are sufficient, however, to initiate thoughtful debate and to suggest areas for further study.

(2) The responsibility for the selection of and wording of these discussion statements is that of the authors. The statements have been developed from many sources.

This discussion tool is not an official statement of the Governor's Commission on Libraries.

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College and University Libraries

1. The State Education Department should foster research into the need for and costs of granting in-person access to libraries of institutions of higher education. Access would be for serious users who are not a part of the institution's own clientele and whose needs are not met by public library resources.
2. Library Development (in concert with representatives of the colleges, universities and the 3R's councils), should develop a plan for regional cooperation in the use of library non print materials. Such a plan should include recommendations for backstopping regional resources at the State level.
3. A statewide, comprehensive program of library use instruction should be developed for college students and adult library users.

School Libraries

4. Since school library development and cooperative library planning can be handicapped by lack of available, reliable data, the State Education Department should take leadership in the collection, publication, interpretation and dissemination of statistical and evaluative data relative to the school library media resources and services in New York State.
5. There should be School Library Media Specialists, staff services, in both the elementary and secondary schools and there should be a coordinated district wide School Library Media program.
6. The BOCES role in the School Library program should be studied. Programs should be fostered to make full use of the BOCES potential for coordinating and strengthening School Library Media services on a regional basis without superseding local initiative.

7. State funds should be appropriated to plan and implement system-wide co-operative programs which cut across type of library and which include School Library Media centers. The funding should include provision at the state level for evaluation, cost studies and such other research as may be needed.
8. Consideration should be given in assuring library media programs under austerity budgets.
9. ESEA IV B should be amended so as to insure School Library Media Center growth and development under this act.

Public Libraries and Public Library Systems

10. State aid to public library systems and their central libraries should be increased so as to maintain adequacy in the face of continuing inflation and so as to provide additional outreach to the disadvantaged, the handicapped, and the adult independent learner.
11. Since urban public libraries face severe fiscal crises and because their resources are important to the total statewide program, a new factor of urban library aid should be provided to city libraries serving a population of 175,000 or more.
12. Because of the unique resources of the New York Public Library Research Libraries and their value to the State and to the nation:
    a) the State grant-in-aid to this library should be increased,
    b) federal aid to this library should be increased.
13. The State should assume a greater proportion of the cost of public library service, roughly similar to its share in the cost of public education.
14. The total support level of public library systems, from all sources, should be sufficiently large to enable systems, where trouble spots exist stemming from the requirement of "free direct access," to compensate those member libraries which evidence significant "plus use."
15. All local jurisdictions throughout the State should provide basic public library service to their residents, either through the

maintenance of their own library, or through service funded by a larger tax base of which the local jurisdiction is a tax contributing part; or by contract with another library or the system itself.

16. Since the last major study of public library systems was made a decade ago,[1] it is time for the Education Department to initiate an in-depth study of these systems, with attention to the extent to which systems have upgraded library service to the user. Such study should be completed within one year.
17. There should be a training program for public library trustees under the leadership of Library Development and with the assistance of representatives from the library systems and the New York State Association of Library Boards.
18. A research study should be commissioned, under the aegis of Library Development to develop an equalization factor as a part of the total formula which governs the distribution of State funds to public libraries and library systems.
19. The State should review its regulations regarding minimum levels of service and support for local public libraries and it should develop standards for consolidated systems neighborhood branches, as conditions for receipt of State aid.

LSCA

20. The federal appropriation for LSCA Title I should be increased so as to provide additional funds for urban public library service.
21. A federal appropriation should be made for LSCA II, public library construction.
22. A federal appropriation should be made for LSCA IV, in support of older readers services.
23. Since a major need in library development is to foster inter-library co-operation and since federal funds for this purpose are inadequate, the highest priority should be placed on an increased federal appropriation for LSCA III.

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[1] "Emerging Library Systems, the 1963-66 evaluation of the New York Public Library System." N.Y. State Educ. Dept. 1967

Institutional Library Service

24. The State should increase its appropriation for extension of service from public library systems to correctional institutions and broaden the program to include other types of institutions.
25. An advisory council on institutional library service with inter-agency, library and citizen representation should be organized by the State Education Department, under the aegis of the Assistant Commissioner for Libraries.
26. A plan should be developed by the advisory council (above), with representation from appropriate state and local units and public library systems and 3R's Councils, for a coordinated program of library service to those confined in state and other public institutions.
27. Library Development should collect, publish and disseminate statistics and information on all aspects of institutional library service. It should conduct staff training programs in this field.
28. There should be library coordinator positions within the State Department of Mental Hygiene, the State Department of Correctional Services and the New York City Department of Correction.

Blind and Physically Handicapped

29. The funding recommendations of the 1973 report Improving Library Services to the Blind, Partially Sighted and Physically Handicapped, should be phased in, with first priority given to the need for state support for the New York City Regional Library equivalent to the Albany Regional Library.
30. The staffing of both regional libraries should be strengthened so that delays in service do not occur.
31. The State Library should administer a statewide on-going informational program directed to users and potential users, to explain the library resources and services available to the Blind and Physically Handicapped.
32. There should be a consultant position in Library Development to provide liaison among all agencies, libraries and library systems serving the Blind and Physically Handicapped.

Library Technology and Information Systems

33. The increased use of advanced technology, and the development of computer based networks and systems require careful planning and co-ordination and leadership at the state level to insure that the State is compatible with the national network and makes the best use of existing resources.
34. The State should provide money to design and develop a computer system to interconnect existing networks and bibliographic data bases.

3R's and NYSILL Program

35. The 3R's system should be recognized by statute and should receive statutory funding.
36. State funds for the 3R's systems should be greatly increased and should be apportioned on a balanced formula basis.
37. The potential of the 3R's systems for inter-type library services and coordinated intersystem services on a regional basis should be recognized and encouraged.
38. State funds should be granted to encourage interlibrary loan among public and private institutions of higher education and other types of libraries within each region and within the statewide network. Private institutions which loan more than they borrow should be compensated.
39. A Bureau of State library networks should be established in Library Development concerned with planning, developing and evaluating a statewide library network and its interface with the future national library network.
40. The State should provide a stable funding base to foster the growth of the NYSILL network and to insure that the supplying libraries are adequately reimbursed for the services they provide.
41. A statewide delivery system should be established by the N.Y. State Library, building on the existing delivery systems of the public library systems and 3R's Councils.

Library Functions At The State Level

The New York State Library

42. Recognizing the critical role of the State Library in the statewide network, the number and level of staff in the State Library's interlibrary loan unit and stack services should be increased to meet the expanding statewide demand for interlibrary loan and network services.

43. Programs of information service to state government should be expanded and pursued with initiative and imagination.

44. The State Library should collect and analyze data on library use (both direct and indirect) to provide a continuing basis for understanding, evaluation and review of the State Library's role in service to State government and to the State as a whole.

45. The State Library should build a backup collection for service to library systems of special, rare or less used films. The State's role and responsibility for various media services should be clarified.

Library Development

46. Library Development should have additional staff to enable it to carry out its advisory, supervisory and administrative roles.

47. Library Development should be reorganized as a Division, with a single agency head at the Director level.

48. Library Development (in concert with the Bureau of School Libraries) should foster a statewide plan and a strengthened program of continuing education for librarians and trustees.

49. The State Education Department should provide for research and evaluative studies in critical areas of library development, including periodic studies of library use and system services.

Bureau of School Libraries

50. A greater percentage of the positions in the Bureau of School Libraries should be financed from State funds.

51. The Bureau of School Libraries should take a leadership role in fostering:

    a) planning and development of school library media services on a regional basis, and

    b) planning and development of co-operative programs which cut across type of library and which include school library media centers.

52. Since the presently available statistical data on school library media service is inadequate for sound regional and co-operative planning, the Bureau of School Libraries should seek the development of a more adequate data gathering program within the State Education Department's Basic Education Data System service.

State Agency Libraries

53. The State Library should bring together state agency personnel responsible for the provision of information services to State government, so as to improve communications and foster resource sharing.

54. A special unit should be funded and staffed within the State Library that would serve as a focal point for relating agency needs to available services in the State Library.

Library Education

55. A council on library education should be established by the State Education Department composed of representatives from library education programs, from professional associations, from libraries and library systems, and the appropriate state agencies.

Statement on Overall Program

56. In funding library programs, the state should give higher priority to increased funding for system, intersystem and network programs

than to increased funding for individual libraries.

57. In order to assure that the data needed for periodic assessment of the State's library aid priorities are available and to assist in evaluation of the adequacy of the statewide program to meet user needs, the statistical and research role of the State should be strengthened. Studies of library use should be made on a cyclical basis and they should be designed so as to provide comparative statewide data.

58. The State should, through appropriate legislation and funding, foster

--the sharing of resources on an intersystem or regional basis and,

--the sharing of resources across type of library.

59. There should be a public awareness program to inform taxpayers and public officials about the benefits of an critical importance of libraries.